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ABSTRACT

A 1983-1987 plan for postsecondary education in New Mexico is presented by the Commission on Postsecondary Education. A brief summary of postsecondary education in the state covers institutions, recent enrollment history, and state funding patterns. Assumptions about the planning context for the 5-year period are based on demographic, educational, societal, and economic factors. Recommendations are offered for (1) responding to New Mexico's environmental and economic needs, (2) access to education, (3) and resource requirements and their effective use. Specific attention is directed to: students' academic preparation; student costs; geographic access; changing needs and articulation; institutional role and mission; responsiveness to needs; public, state, and institutional roles; advances in technology; funding requirements; and partnerships in education. The Commission's recommendations were reviewed by groups and individuals throughout the state. Appendices include papers describing New Mexico's postsecondary system, the anticipated planning context for the 1980s, the rationale for selecting critical issues, and supporting data on enrollments, appropriations, instructional expenditures, students' age and ethnicity, and tuition. (SW)

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A STATEWIDE PLAN FOR POSTSECONDARY EDUCATION IN NEW MEXICO: 1983-1987

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Preface

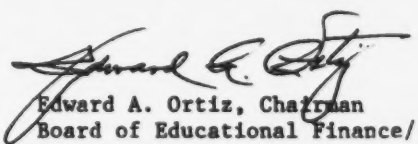
A Message from the Commission on Postsecondary Education
to the Governor, the Legislature, and All New Mexicans
Interested in Postsecondary Education

A Statewide Plan for Postsecondary Education in New Mexico, 1983-1987 is addressed to the citizens of New Mexico. It develops a statewide process and a direction for postsecondary educational planning in New Mexico during the next five years. It has been developed by the Commission on Postsecondary Education, with considerable assistance from many of you across the state through the time, energy, and good ideas you contributed in the course of the planning process.

The plan consists of an introduction, a current summary of postsecondary education in New Mexico, the major assumptions made about the planning context for the next five years, the action steps recommended to resolve issues critical to postsecondary education during the planning process, and a concluding statement on implementation of the plan. In addition, appendices to the plan include papers describing New Mexico's system of postsecondary education, the anticipated planning context for the 1980's, the rationale behind the selection of critical issues, and supporting data.

The recommendations in the plan are those of the Commission but have received extensive review by groups and individuals throughout New Mexico. The plan as adopted by the Commission on Postsecondary Education incorporates revisions resulting from this review process. Its usefulness now depends on the commitment of all interested constituencies to participate in its implementation, review, and updating.

The Commission wishes to note the particular assistance of a small number of individuals whose time, energies, and vision made this plan a reality in a very constrained timeframe. Daniel H. Lopez, Chairman, J. Mel Eaves, and Gene H. Elliott were the Board/Commission members who served as the planning committee and put in untold hours in discussions, meetings, and public hearings to develop the process, the directions and recommendations, and the plan itself. Patrick Callan provided invaluable guidance in the development of the planning process as well as ongoing encouragement through a sharing of his unflagging enthusiasm for postsecondary educational planning. Karen Becklin and Wanda Marsh were the Board/Commission staff members who turned our directions and thoughts into this written document. To each of them, and to all of you, we extend our appreciation and hope for your continuing participation in maintaining and enhancing postsecondary education in New Mexico.



Edward A. Ortiz, Chairman
Board of Educational Finance/
Commission on Postsecondary Education
State of New Mexico
November, 1982

A STATEWIDE PLAN

FOR

POSTSECONDARY EDUCATION IN NEW MEXICO

1983-1987

State of New Mexico

Commission on Postsecondary Education

November, 1982

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SUMMARY OF RECOMMENDATIONS

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INTRODUCTION

Statutory Authority

"The state commission shall carry out a continuing program of statewide planning for post-secondary education." (21-2-5 NMSA 1978)

The Postsecondary Educational Planning Act of 1973 charges the Commission on Postsecondary Education with comprehensive, statewide planning for all types of postsecondary education in New Mexico. The Board of Educational Finance was designated by the 1973 act as the Commission on Postsecondary Education. Its planning responsibilities in functioning as the Commission are much broader in scope than are the statutory responsibilities of the Board of Educational Finance.

This planning document and the five-year planning process which it lays out are the product of efforts by the Commission on Postsecondary Education. The plan addresses all types of postsecondary programs and institutions. While the plan's implementation will rely heavily on activities of the Board of Educational Finance, the postsecondary institutions, other state agencies, the legislature and others, the responsibility for monitoring progress and updating the plan rests with the Commission. (Recommendations in the plan assign responsibilities as appropriate to the Commission or to the Board, based on their respective statutory responsibilities.)

The constitutional roles of the boards of regents in controlling and managing their institutions are recognized and respected, as are the roles of governing boards for the other institutions in New Mexico. The Board of Educational Finance/Commission on Postsecondary Education intends to carry out its statutory duties and obligations while respecting the constitutional and statutory responsibilities and the integrity of the governing boards. Statewide coordination of the delivery of appropriate educational programs at the postsecondary level will require ongoing participation by regents and other governing boards or their designees.

While this plan presents a wide range of issues and an extensive agenda for action, it by no means represents the totality of postsecondary planning activity at the state level. Some of the planning responsibilities of the Commission are linked to policy roles of the Board of Educational Finance. Thus, policies and activities of the Board must be included in looking at whether an adequate statewide planning process is in place.

The recommendations included in this plan set up an agenda for statewide planning activities during the next five years. The recommendations are far-reaching in scope and address the full range of planning responsibilities of the Commission as outlined in the Postsecondary Educational Planning Act. Statewide planning responsibilities must be differentiated, however, from responsibilities for the actual conduct of the planning activities themselves. The plan has attempted to direct its recommendations on the need for particular activities to those groups, agencies, or institutions with appropriate roles or statutory responsibilities for carrying them out.

Background to the Plan

Planning Committee. In late December, 1981, the chairman of the Commission on Postsecondary Education appointed a planning committee, composed of Commission members, to bring its statewide planning activities into better focus. The charge to the planning committee was to define an ongoing planning process and to develop a planning document which would direct statewide attention to the use of that process in addressing issues facing postsecondary education in New Mexico. This document is the result of the planning committee's efforts, together with the regular participation of other Commission members, over the past eight months. The plan draws together earlier planning activities and documents as well as valuable contributions made by others as the Commission sought counsel from the full range of constituencies interested in postsecondary education in New Mexico.

Selection of Issues. The identification of significant issues facing postsecondary education in New Mexico in the five-year planning period ahead was considered to be the critical first step in determining what planning activities were necessary. In this process, the Commission tried to involve all New Mexico citizens interested in postsecondary education. Nearly 400 requests were sent out for suggestions on significant statewide issues for postsecondary education during the period, 1983-1987. The requests were made of the General Advisory Council; postsecondary institutions and their constituencies; the executive agencies; the legislature; business, industrial, labor, professional, and civic organizations; and the public. Based on these responses, plus suggestions from a statewide public hearing, a comprehensive list of issues was compiled.

If the plan were to be workable and manageable, the activities outlined had to be no more than could be accomplished during the planning period. Thus, the Commission had to be very selective in not making the plan too broad. On the other hand, the plan had to include all issues critical to ensure continued educational opportunities for New Mexico residents and a continued vitality for our postsecondary educational institutions. The planning context (Appendix B) was kept clearly in mind as the importance and urgency of the issues were examined.

It was important in the development of the plan for all segments of the public, the state, and the institutions to agree on which issues were to receive our first attention in the planning process. We think the issues selected do represent this agreement. While each of us would like to add one or more issues to our planning agenda, no one has come forward to suggest that any of the issues selected is not important and should be eliminated. As implementation of the plan gets underway, we hope that many of the other important issues and good recommendations for action also can be addressed within this planning period without having to wait until the next five-year plan for appropriate attention.

Development of Recommendations. After the selection of the issues (Appendix C) and their approval by the full Commission on Postsecondary Education, all those groups, agencies, and individuals contacted earlier were asked again to contribute to the planning process. This time the request was for recommended action steps which could be taken to address and resolve the issues identified. Responses to this request as well as discussions with a

wide range of knowledgeable and interested constituencies within the state, served as background for the planning committee in the development of the recommendations.

A full draft of the planning document, including policy directions and recommendations on each issue identified, was shared in late August with constituencies throughout the state. After a two-month period of public review and comment, as well as public hearings and Commission discussions, the Commission on Postsecondary Education approved a revised planning document on November 3, 1982. This plan is being submitted to the executive, the legislature, and the people of New Mexico with a request for your cooperation in implementing the planning activities required to address the critical issues for postsecondary education in New Mexico during the next five years.

The Plan Itself

The plan itself is brief -- to focus our attention on the issues and on the actions ahead. More detailed analyses of our current educational setting and the context which we anticipate in the next few years are available in the Appendices.

Although the process of consultation was extensive, the plan is not a compendium of wish-lists. Planning committee members, Commission members, institutional representatives, and each of those interested individuals who participated in the development of the plan had particular concerns or "pet" recommendations which they wished to have included. The plan is a compromise and balances individual concerns against commonly agreed upon issues of great urgency for New Mexico and its postsecondary education system as a whole. We think the result is a plan which is realistic, consistent in its policy directions, reflective of statewide needs, and capable of implementation during the next five years.

The recommendations emphasize the responsibilities each of us has for our educational future and the importance of taking those responsibilities seriously. They also emphasize the necessity for making choices. We cannot do everything. In a no-growth period accompanied by changing educational needs, we will have to choose to stop doing some things in order to begin doing others. The recommendations also emphasize commitment. Once the difficult choices are made, we must be committed to working together to support those chosen activities in a manner consistent with state needs and expectations.

This agenda for action is an ambitious one. Such a level of planning will require initiative and active participation by all constituencies in New Mexico with an interest in the state's future and the part which postsecondary education can play in that future.

POSTSECONDARY EDUCATION IN NEW MEXICO IN 1982

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*
* What follows is a summary of the major features of the *
* current postsecondary education system in New Mexico in *
* terms of institutions, enrollment experiences, and state *
* funding patterns. Recent trends have implications for *
* assumptions about the future and the educational issues *
* which must be addressed. For further information, see *
* Appendix A from which this summary was drawn. Supporting *
* data appear in Appendix D. *
*
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Institutions -- New Mexico has a relatively large number of postsecondary institutions (for the size of the population) dispersed widely across the state and offering diversity in institutional type and programming.

State-supported institutions include:

- Six universities, including three regional institutions (New Mexico Highlands University, Western New Mexico University, and Eastern New Mexico University) offering master's or specialist-level programs and three doctoral-level institutions (University of New Mexico, New Mexico State University, and New Mexico Institute of Mining and Technology). Included within these universities are a school of medicine and a school of law as well as distinctive research and public service units.

- Sixteen two-year institutions, offering academic and/or vocational and technical instruction, including

  -- nine two-year branch campuses affiliated with four-year universities

  -- two constitutional institutions -- a community college and a military institute

  -- two junior colleges

  -- one technical-vocational institute

  -- two area vocational schools

- Additional off-campus instructional sites with instruction offered by one of the above institutions.

Independent institutions include:

- Two four-year liberal arts institutions (College of Santa Fe, University of Albuquerque)

- One master's level liberal arts college (St. John's College)
- One four-year general/career education college (College of the Southwest)

Other postsecondary programming includes:

- Three institutions targeted to the educational needs of Native American students
- 88 proprietary schools
- Programs conducted by business, industry, and labor agencies

Recent Enrollment History -- A statewide summary of postsecondary enrollments for the 1970's would show a growth trend, but this hides major variations among institutions and programs. Significant changes also are taking place in student characteristics. Enrollment trends over the past ten years included:

- Stable FTE enrollments for the four-year universities and colleges as a whole (public and independent) but considerable shifts in the distribution of enrollments among them, with some experiencing significant declines and some equally notable growth.
- Major period of growth for two-year institutions both in the development and expansion of institutions and in the demand for their programs, particularly vocational and technical.
- Changing student characteristics:
  - -- Shifts in student demand to professional and technical fields
  - -- Major growth in part-time students
  - -- Greater numbers of older students
  - -- Significant increase in total participation by women, but underrepresentation in many fields
  - -- Increasing participation by minorities, but with underrepresentation still apparent

State Funding Patterns -- New Mexico has shown the value it places on postsecondary education through its funding support in recent years.

- New Mexico ranks eighth among the 50 states in percentage increases of state appropriations for higher education. The state ranks even higher when looking at the relationship between the level of support for higher education and the size of the population or the state's average personal income level. Comparative data on funding based on type of institution or activity area is not available.

- During the past decade New Mexico has funded postsecondary institutions to meet inflationary increases as well as workload increases in their operating budgets. In addition, considerable funds have been generated from land and permanent fund revenues for a number of institutions, and the state and local communities have provided major new investments in facilities to meet growth as well as changing program needs. However, specific areas of funding concern still exist.

- Due to good state support during the last decade, state and local appropriations per FTE student in New Mexico are slightly above the national average. However, instructional expenditures per FTE student in New Mexico are still somewhat below the average for all states.

ASSUMPTIONS ABOUT THE PLANNING CONTEXT: 1983-1987

The major assumptions about New Mexico's future during the period, 1983-1987, are outlined below. These include assumptions made about our demographic, educational, societal, and economic future. This context plays an important role in both determining the issues and selecting means of addressing those issues. A more detailed discussion of this planning context can be found in Appendix B with supporting data in Appendix D.

Demographic Assumptions -- Changing population and enrollment patterns will have significant impact on the scope, programming, and delivery of postsecondary education.

- New Mexico will experience continued population growth, although at a somewhat slower rate than during the past decade.
- A rapidly changing distribution of the population across age categories will impact postsecondary education greatly.
  - -- Decline in the traditional 15 - 19 year old age pool for college enrollments by 18 percent in this decade.
  - -- Trends in family size, sibling spacing, and educational attainment levels which might increase participation in postsecondary education -- balanced against greater competition from the labor market and armed forces for this same smaller pool of young people.
  - -- Rapid growth in older age categories of the population (those persons aged 25 to 44 will grow by 45 percent over the decade).

Educational Assumptions -- The citizens of New Mexico hold educational values which must be considered as a part of the context for postsecondary planning.

- Postsecondary education provides benefits not only to the individual who receives it but to the state through the continuing leadership and participation of broadly educated and skilled citizens.
- A diversity of educational opportunities at all levels must be available to respond to the range of student demands and state needs.

- New Mexico is committed to educational access for all of its residents and recognizes the diverse populations whose needs must be addressed.

Societal Assumptions -- Educational needs and demands are changing as New Mexico becomes more diverse, complex, and technically and economically advanced.

- Changing age and enrollment patterns among students will impact programs, support services, and the scheduling, sequencing, and delivery of offerings.

- Changing employment opportunities and a more diverse state economy will impact program needs.

- Economic and social issues within the state will require application of university expertise to research and public service activities to benefit state and local governments, business and industry, and the public.

- There will continue to be public pressures for accountability in education. This will include accountability for sound fiscal management, program quality and responsiveness, effectiveness of program delivery, and competence of graduates.

Economic Assumptions -- New Mexico's economic environment allows us to look optimistically at the future, although changes in funding patterns must be addressed.

- New Mexico's economy is sound and growing.

- Lower inflationary rates are expected for the next few years.

- The outlook for funding postsecondary education is good, but there will be increasing competition in this decade for limited dollars.

  -- New Mexico has managed its state resources prudently and, thus, has the resource base to fund needed educational activities.

  -- Federal support for postsecondary education will decrease significantly.

  -- Proposed cutbacks in federal financial aid programs will have a major negative effect on students in New Mexico because of their lower than average personal income levels.

  -- Local funding for postsecondary institutions will remain at least at its current level.

  -- Private giving to both public and independent institutions should increase, but not at a level to replace federal losses.

- Average postsecondary educational costs per student will increase in this decade. The resulting alternatives at public institutions are:

  -- Significant increases in state appropriations,

  -- Growth in financial aid programs to offset increases in student tuition and fees, or

  -- Increasing financial barriers to access.

  The alternatives at independent institutions are:

  -- New sources of private funding.

  -- Higher levels of student tuition with increased financial aid programs, or

  -- Increasing financial barriers to access.

A STATEMENT OF COMMITMENT

TO THE STUDENT:

Our focus in the development of this plan has been on the student and his/her needs. New Mexico's educational system should allow all residents the opportunity to participate in educational experiences appropriate to their abilities, career goals, and personal aspirations. Thus, when we speak of students, we are speaking not only of those who are enrolled in academic or vocational programs leading to degrees and certificates. We are speaking of the diversity of individuals who have educational needs in order to develop their full potential and to serve as more responsible citizens.

Our commitment is to education at all levels in order to reach our goal -- the development of the individual. This is the best investment we can make in our future.

TO A DIVERSITY OF ROLES FOR POSTSECONDARY EDUCATION:

Our concern for the student and his/her range of needs requires a commitment to a broad role for postsecondary education in New Mexico. The primary responsibility of postsecondary education must be to continue its traditional role of educating people so they can think independently and critically and participate effectively in a constantly evolving society. Liberal education is essential for students to understand themselves and the world in which they live. People who are prepared to help solve society's problems are those who have the ability to test old ideas and values and to develop new ones, and who have a forum in which this can take place. A democratic society can exist only if citizens have initiative, confidence in their abilities, and an openness to continued learning and change. Liberal arts education must be maintained to provide a balance in society's development.

A rapidly changing, specialized, and technology-oriented society will require better educated, technically competent people. There is a great need for professional, technical, and vocational programs which can provide educational experiences to prepare students for these complex career demands. In addition, job-related continuing education and "lifelong learning" are required as more and more people must adjust to changes in their work and in their lives as a whole. Advances in society occur as a result of research and the sharing of research results and technical expertise with those who must apply it. Postsecondary education must provide leadership in meeting the challenges of our society.

TO QUALITY IN THE EDUCATIONAL PROCESS:

Our concern for the student also leads us to a commitment to quality in the conduct of our educational responsibilities.

While quality is not addressed as an issue in and of itself, a concern for quality permeates the plan and its recommendations. Quality relates to the manner and the rigor with which activities are conducted once the need for those activities is identified. Almost all of the recommendations in the section on resource requirements and their effective use are focused on means of ensuring the maintenance and enhancement of quality, particularly in instruction, given the dependence of society on the contributions of postsecondary education. If our future, and the leadership which takes us there, comes through educated citizens and advances in knowledge, we must avoid mediocrity in our postsecondary educational system.

ISSUES AND RECOMMENDATIONS FOR ACTION: 1983-1987

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* This chapter is the heart of the planning document. It outlines the most critical issues facing postsecondary education in New Mexico during the planning period, 1983-1987. It sets in place the framework or principles within which the public, the state, and the educational system should address the issues. And it makes recommendations for action to resolve these issues during the planning period -- by specifying the tasks, by assigning tasks to various constituencies in accord with their roles, and by setting deadlines for actions and decisions. This, then, is our agenda for postsecondary educational planning during the next five years.
*
* Appendix C contains a more detailed discussion of the issues themselves and why their resolution is of critical importance to New Mexico during this period of time.
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This plan calls for addressing the needs of the state and its citizens as well as the needs of the postsecondary institutions. It must be kept in mind that when reference is made to the "needs of the state" in these recommendations, we are talking about the needs of the people of New Mexico, for the state is, in fact, a composite of its people.

Many issues in postsecondary education are issues throughout the entire educational system. In such cases, the plan has included recommendations for resolving the issue at each level of education, since the interdependence of all segments of education means that no one part can solve its problem without the cooperation and active participation of all.

These recommendations do not call for the creation of new bureaucracies or new institutions. New Mexico has enough of each. The recommendations do call, however, for a better definition of roles, for better performance in carrying out those roles, and for much better cooperation and coordination in looking ahead and planning accordingly. This plan emphasizes the responsibilities of both the state and the institutions and outlines what each must do to carry out those responsibilities more effectively.

<u>This plan is future-oriented</u>. In light of assumptions made about the future in New Mexico, we have anticipated needs and problems for which positive action can be taken now. Through a program of preventative maintenance for our postsecondary educational system, we need not experience unmet student and state needs, or the inability of institutions to respond adequately. This plan is the educational version of preventative health care and is meant to provide an awareness program and a regimen for educational health which will make the state and the institutions better able to cope with educational futures. Our alternative is to be reactive to problems or crises after they arise. And as with health problems, the impact on the student, the state, and the

institutions can be debilitating in the interval between the identification of the problem and the remedy. We are committed in these recommendations to anticipating and planning rather than reacting.

The issues addressed in these recommendations are not a comprehensive list of all issues in postsecondary education. Neither are they necessarily the issues which have the greatest long-term impact on the role of postsecondary education or its conduct. The issues in this plan are included because consensus within the state supports the need for strong action to deal with these issues during the five-year period of this plan.

Each issue is followed by a section on "Policy Directions." The policy directions describe the principles, or in a sense, set the goals toward which the Commission will move during the course of the planning process. These directions provide a better understanding of "where are we going?", "what outcome are we seeking?", "why are we selecting these steps in tackling the issue?"

Following the policy directions are specific recommendations which lay out action steps, the group(s) responsible for initiating the actions, and the timeframe for completion. In many cases, the timeframe is quite general ("by 1984"). This means that the activity should be completed by the end of that year. As the responsible group(s) begin work on these planning activities, they will be able to define more specific timelines for completion. In many cases, the recommendations are first steps only. Other actions will be required after these are completed.

Progress toward the completion of this five-year plan will be monitored by the Commission on Postsecondary Education and its General Advisory Council. The annual report of the Commission on Postsecondary Education will provide an annual review and update on the planning process and will outline the following year's planning agenda.

I. Responding to New Mexico's Environment and Its Economic Needs

The primary role of postsecondary education is to develop human resources and to discover and disseminate knowledge. Society is both served and stimulated by individuals whose personal development allows them to make full use of their abilities in pursuing their goals and carrying out their responsibilities. This primary role of postsecondary education in developing the expertise and sensitivities of its students and in advancing knowledge is, without question, the greatest contribution our postsecondary institutions can make to the state and the nation.

Placing a focus on the state's economic needs is not meant to detract from postsecondary education's traditional -- and critical -- instructional and research contributions nor to imply that these contributions should be reduced or compromised in any way. Many of the recommendations are addressed to the continuation and enhancement of these activities.

Institutions play other important roles in the life of the state and local communities. Institutions are citizens of the state and their communities and should be participants and leaders in furthering the public good. Whether it is as a result of land holdings, construction activities, investments, employment numbers and the resulting economic impact, or their public service and cultural activities, institutions are a dominant influence in their localities. Because of this influence, institutions should consider carefully the impact of all of their actions on the welfare and development of their community and state.

There are, however, areas of activity in which the resources and expertise within our postsecondary institutions could contribute greatly to further state development but which may have been neglected to date. These are areas in which there must be statewide priorities, state-level encouragement and coordination among sectors, and a concerted program to bring together the resources of all institutions in support of those state development needs which postsecondary education can serve best. It is to this concern that the first set of recommendations in this plan is addressed.

The postsecondary institutions in New Mexico have been concerned about ways to contribute to the state's economic needs, and each has responded to local, regional, or state needs through specific programs. However, individually the institutions cannot determine state needs or state priorities. The state itself must develop means for assessing needs, setting priorities, enabling institutional expertise to work on state needs, targeting roles for the various institutions, and marshalling the resources required. This is a small investment compared with the returns -- realizing the full potential of a state with a promising future.

The state does not need more bureaucracy. But it does need to coordinate better its efforts across agency lines. The existing agencies and institutions have the capability to respond to new directions, if they cooperate and share among themselves their unique skills and perspectives.

When we speak of economic development, we usually think of new technologies, new organizations, and new and expanding businesses and industries.

At the same time, there is common agreement that our most basic asset and most permanent resource is an educated and skilled citizenry. We have been educating our citizens for years -- only to lose them to employment opportunities elsewhere. This section of the plan focuses most directly on means of expanding and diversifying the state's economy. The greatest long-term return on this investment may be the resulting opportunities for employment and advancement, which will encourage the able and well-trained to stay in or return to New Mexico. This, in turn, provides for an ever-widening base of human talent available to the state.

A. The state's needs for employment training and education; advances in knowledge; and the sharing of technical expertise and research results

Policy Directions

- Economic development and the diversification of the state's economy are priority goals for New Mexico at this time. This will require the coordinated efforts of many constituencies and will require that the state anticipate its future and put in place now the programs and the resources required for development and diversification activities.

- There should be a coordinated state effort to identify appropriate economic development directions, work with industries which are interested in establishing in the state, determine employment training needs of these industries and make state commitments to set up and provide training programs within the timeframe needed. Rapid and responsive employment training capability is vital.

We recommend

- Needs assessment for short-term, industry-specific employment training. The Department of Commerce and Industry, in conjunction with the Employment Security Department, representatives of business, industry, and the professions; the State Department of Education; and the Commission on Postsecondary Education should work together, drawing on the resources of the postsecondary institutions, to assess current and projected statewide needs for rapid-response subbaccalaureate employment training; and to identify an agency or organization with ongoing responsibility for collecting and providing data on employment and training, and making that data available statewide to develop needed educational or training opportunities. This assessment should be completed by August, 1983.

- Needs assessment for research. The Commission on Postsecondary Education should identify a group to serve as a state research/

service council, which would include representation from the Commission on Postsecondary Education, the universities, the Department of Commerce and Industry, the Energy Research and Development Institute, business and industry, the executive, and the legislature to:

--develop and maintain an inventory of existing research activities within the state

--assess needs for additional targeted research activities, which now are not being pursued

- Needs assessment for public service. A state research/service council should determine needs and avenues for public service as it relates to sharing research results and existing knowledge with those in the state who need to apply the information in the course of their work -- along the lines of the Cooperative Extension Service, the Bureau of Mines, and the Technology Application Center. This group should determine, also, needs for professional services which institutions could extend to small businesses, state and local government and other public agencies.

B. The role of postsecondary education in meeting state needs through each of the following functions: instruction, research, public service

Policy Directions

- Postsecondary institutions have the organization and the expertise for program development, instruction and training, research for the advancement of knowledge, and the sharing of existing knowledge with the segments of the population that need it. These institutions, particularly the public institutions, should take on added responsibility for making this expertise available to meet priority state needs as requested and as resources are made available to support the additional activities. Individual institutions/campuses will play different roles in this process.

- New instructional responses to short-term industry-specific employment training needs as well as new research responses to economic concerns of the state will and should be state-supported -- but with built-in retirement dates in most cases as needs in one area decline and others arise.

The recommendations below are implementation steps which should follow the process of identifying state needs outlined in the preceding recommendations.

We recommend

- Rapid response industry-specific employment training. The Department of Commerce and Industry, State Department of Education, Public School Finance Division, and Board of Educational Finance must cooperate more closely than they have in the past in providing state commitments and appropriate training program funding (for operations, facilities, and equipment) for short-term subbaccalaureate training programs developed cooperatively by the appropriate postsecondary institution and the industry involved and based on the industry's needs and participation.

  Legislation should be enacted in the 1983 session to create a state-funded program of rapid-response employment training coordinated by a group of staff drawn from the above agencies and the institutions. Existing postsecondary institutions would manage the individual training programs.

- Local programming for career planning needs of the individual and the community. Postsecondary institutions should expand or revitalize their programs immediately for the general development of the individual student to increase his/her productivity, contributions to the community, and enjoyment of life. Occupational skills training is part of the whole, but so is literacy training, personal knowledge to enhance innate capabilities, knowledge of the job market and what is required to compete successfully, and training for small businesses.

- State research on priority needs. After the identification of state research needs not now being met, a state competitive grant program should be created to review and fund research proposals within targeted state priority areas and guidelines developed by the research/service council. This state research program should be in place by mid-1984.

  Such a new state-supported research program will be more limited in scope and focus than the overall research function of the traditional university. As in instruction, this focus on responding to specific state needs in no way should detract universities from the full range of new and continuing research pursuits. We will continue to encourage the universities to pursue other avenues of funding for both basic and applied research. This state program would serve as a magnet to attract other research activities and industries which need such research support. The roles of institutions must be considered when identifying areas of research as well as their location.

- Professional services to the public. After state and local needs for public service functions are identified, the research/service council should recommend a means for matching business, government, or organization needs with the appropriate professional knowledge and skills at the various institutions. Specific institutions or units should be identified to

coordinate, with state assistance, services in particular areas -- drawing on skills and expertise throughout the state.

II. Access

While our postsecondary educational system influences and responds to development within the state in a tremendous variety of ways, the preceding recommendations focused rather narrowly on specific directions in which the need for action appears greatest at this time. In the same manner, access to postsecondary education for New Mexico's citizens is affected by a wide variety of factors, although the access-related recommendations in this section will focus on only a few. The barriers to access addressed here are barriers affecting increasing numbers of potential students with more of an adverse impact on some population groups than on others. Reducing these barriers is the responsibility of all segments of the state population and requires coordination and action at the state level to enable schools, postsecondary institutions, and the community at large to respond effectively.

We are looking at access in its broadest sense -- the opportunity for state citizens who desire and can benefit from postsecondary education to enter, to persist, and to complete their education. Students must take major responsibility for their own educational success, but educational barriers over which students have no control should be minimized.

The impact of specific barriers (whether academic preparation, cost, geography, unmet program delivery needs, or difficulties of moving through the educational system) to entering or succeeding in an educational program is uneven and serves as a much greater barrier for some groups within the population than for others. Programs developed to remedy or reduce the barriers must take particular note of those target populations and their needs to ensure that their opportunities for access and success are equal to those of any other group of state residents.

Implementation of the recommendations which follow will increase educational opportunities for some citizens and will help ensure that existing opportunities are maintained.

It should be noted that many of the recommendations in this section assign responsibility for action to the Academic Council, now composed of the chief academic officers of all the individually governed postsecondary institutions in New Mexico with academic programs. The first recommendation is for expansion of the Academic Council to include instructional representation from all the postsecondary institutions and other educational representatives who should be involved with consideration of given issues.

A. Academic preparation

Policy Directions

- Opportunities must be made available for New Mexico residents to

receive remedial, refresher, and developmental education services to raise their academic skills to a level needed to succeed in and benefit fully from postsecondary programs. Those who want to and are capable of benefiting from postsecondary programs should not be hampered forever because their previous preparation did not give them the skills necessary to pursue their current educational or career goals.

- Basic skills development should occur in the elementary/secondary educational system and through adult basic education. Remedial and refresher education should occur largely through the same educational processes and through programs available at subbaccalaureate institutions. If universities concentrate on providing supplementary education to a large proportion of entering students, they are deflecting their efforts away from their primary instructional missions and are increasing their difficulties in defining academic standards and maintaining quality programs. The state, in turn, is not using its resources most effectively, since it is funding services two or three times (at different educational levels) to yield one product (a student with adequate basic skills competencies). Not even the student is served well in this process, for the need to take courses which compensate for inadequate entry skills extends the time and costs of completing a postsecondary program.

- Lack of academic preparation historically has been more of a barrier to educational success for some student population groups than for others. The state agenda should be to improve our educational system and the academic preparation it provides without in any way punishing students. Program, counseling, and informational improvements must be made. Changes in expected student performance can be phased in only after the requisite programs have been available to all students long enough for them to prepare to meet those expectations. Thus, while remedial/refresher preparation should be phased down at the university level, this phase-down can occur only when alternative programs for basic skills development are in place and readily available.

- Teacher and administrator preparation programs play a major role over time in determining the quality of the elementary and secondary educational system. Concerns about the quality of student preparation must be addressed to all levels of the educational process.

We recommend

- - Expanded Participation in Academic Council activities. By January, 1983, the Academic Council should invite the ongoing participation of representatives of elementary/secondary education and of the full range of postsecondary institutions in its policy discussions and analysis activities. Since the Academic Council is an appropriate forum in New Mexico for

addressing a number of instructional program issues and policies that span the range of the educational system, educational levels and postsecondary institutions not represented on the Academic Council should be encouraged to participate in Council discussions and activities on topics of common concern to all.

- Identification of required basic skills competencies. The Academic Council (expanded) should initiate and conduct, in conjunction with institutional faculties, a study to identify the basic skills competencies which a student must possess before he/she can benefit from any postsecondary educational program. The results of this study should be available by December, 1983.

- Assessment of student skill levels. From this study, the Academic Council (expanded) should recommend to the institutions by 1984 appropriate methods of assessment to measure the basic skill levels of students entering New Mexico postsecondary institutions.

- Early information system for potential students. The postsecondary institutions, the Commission on Postsecondary Education, the State Department of Education, and the Division of Public School Finance should cooperate in developing informational and counseling programs to ensure that local school districts, elementary and secondary students and their parents, and the general public understand the skills required for further education. A statewide informational program on the skills and knowledge required for succeeding in postsecondary education and the scope of high school preparation necessary to attain specific educational and career goals should be developed by 1984. This informational program should be directed to junior high and high school students and their parents, as well as to local schools and their communities so all can work together to help the student plan for his/her future and to ease his/her transition from one educational level to the next. Possible methods of sharing such information include letters to all junior high students and their parents and regular newspaper advertisements.

- Basic skills programs. These agencies also should identify the scope of programs for basic skills development which should be available at the various levels of the educational system to all who need them and the appropriate funding levels which must be provided to maintain these programs. This identification process, as well as the development of a plan for implementation, should be completed by 1985.

- Rigorous evaluation of preparatory instruction. The expertise within the postsecondary community should be made available to the State Department of Education and the school districts to assist in the implementation of the staff accountability plan of the State Board of Education. Since these same constituencies share the responsibility for the quality of elementary/secondary instruction, rigorous evaluation processes should be applied not only to instruction at that level but also to the university education programs which train the faculty and staff for the

school systems. The current state procedures for evaluating teacher education programs should be reviewed with particular attention to the criteria and methods of assessment used as well as to the follow-through when program weaknesses are identified. These evaluation processes should be completed by 1985.

- **Feedback to high schools on student success.** The Commission on Postsecondary Education should encourage all postsecondary institutions to conduct an annual study of the admission, retention, and academic progress of entering students from each feeder high school and provide the results of this study to the respective school districts to aid them in their program review activities. This feedback process should begin no later than 1984 with the sharing of data on 1983 high school graduates.

B. The cost of postsecondary education to students

Policy Directions

- New Mexico should continue to facilitate access to postsecondary education for its citizens by keeping the tuition and fees at its public institutions at a moderate level. Students who are financially able can contribute a significant portion of the costs of their own education through such tuition levels, while students with financial need can meet these costs with the help of financial aid programs.

- State policy regarding the proportion of educational costs to be borne by the student through tuition and fees should recognize, at least in broad terms, differential costs by type of institution and educational level reflecting the changing relative benefits to society and to the individual of education at different levels and the differing priorities the state places on access to different levels of education.

- Financial aid programs should be available to New Mexico residents so that the severe financial barriers that some citizens experience will not result in barring them from pursuing postsecondary educational opportunities.

We recommend

- **Policy on student share of educational costs.** The Board of Educational Finance, in consultation with the postsecondary institutions, the executive, and the legislature should develop a consistent state policy on the share of public, postsecondary educational costs to be borne by the student (both resident and nonresident). This policy should be developed for use in tuition considerations in the 1984 legislative session.

- Tuition policy. The Board of Educational Finance, in consultation with the postsecondary institutions and other appropriate state agencies, should develop a tuition policy for public, postsecondary institutions. This policy should recognize differences in costs by educational level, differences in type and scope of institution, and differences in local support levels and capabilities. This policy should be developed and used as the basis for tuition levels approved for Fall 1984 enrollees.

- Review of student fees. The Board of Educational Finance will work jointly with the public institutions to study current and projected student fee levels and the activities which these fees support. Recommendations for any changes in student fee structure or level or in the scope and level of activities supported should be made to the institutional boards and the Board of Educational Finance by 1984.

- Assessment of financial aid needs. The Board of Educational Finance should assess, on a continuous basis, the need for student financial aid in light of existing state and federal programs and state action which may be needed as a result of changes in the scope of federal programs or in tuition levels. The 1983 review of changes in existing aid programs should determine the extent to which specific student populations would be affected and the likelihood that such changes would block students from pursuing their educational goals. The Board of Educational Finance will take the responsibility, in consultation with the institutions, to prepare, by November of each year, an assessment of the level of state financial aid programs needed.

- Expansion of financial aid programs as needed. As critical needs for student financial assistance are identified, state priority should be placed on expanding loan and work-study programs which will facilitate student choice and access to postsecondary education. Such programs emphasize the student's responsibility for the educational benefits being received as well as the state's responsibility for providing a means by which the doors to educational opportunity can be kept open for citizens with demonstrated financial needs. The development of a grant pro- gram also should be considered to provide balance in responding to the range of student financial needs.

- State internship program. The Board of Educational Finance should explore, in consultation with the postsecondary institutions, the feasibility of a state internship program which would enable postsecondary institutions to assist students in finding cooperative work experiences related to the student's educational and career goals. Implementation of such a program would help defray educational expenses for the student as well as enhance his/her educational program. It would benefit the state by making student talents and training available to needs within the public and private sectors. If possible, such a

program should be presented for consideration by the 1984 legislature.

C. Geographic Access

Policy Direction

- The state of New Mexico should continue its long-standing commitment to minimize the barriers to educational opportunity which its size and geographic features otherwise would impose on its relatively sparse population. This should be done, however, without wasting limited resources. Given the possibilities of alternative delivery systems and facilitating student mobility, geographic barriers no longer should be a deterrent to entering postsecondary education.

- Existing institutions within New Mexico, together with opportunities for interstate sharing of programs, have the capacity for meeting existing and projected needs of state residents for postsecondary education.

We recommend

- - No additional institutions. No new postsecondary institutions, except for a subbaccalaureate institution in Santa Fe, already in advanced planning stages, should be established within the five-year planning period.

- - Postsecondary education districts without institutions. The Board of Educational Finance, together with postsecondary institutions, the executive, and the legislature should explore the feasibility of legislation which would enable specific small and isolated communities having no postsecondary institutions nearby to create at their option postsecondary education districts without institutions. Such districts could aid their residents in taking advantage of subbaccalaureate opportunities in existing institutions by providing local support to defray those extra costs which students from these communities experience merely as a byproduct of geography. The extra costs which might be included in this concept include room and transportation to a state institution not within commuting range or out-of-district or out-of-state tuition to the closest available institution within commuting distance, if no reciprocity arrangements are possible. This effort should be completed by 1985.

D. Changing needs for programs, flexible program delivery, and articulation

Policy Directions

- One aspect of institutional accountability is its responsiveness to the needs of state citizens for program offerings, for flexible scheduling and delivery of these offerings, and for the dissemination of knowledge and services. Institutional planning should anticipate changes in program needs and student demands.

- Given the common concerns and the shared responsibilities of the elementary/secondary educational system and the postsecondary community, joint efforts by all segments of the educational community must be made to address problems which students experience in moving from level to level or institution to institution within the educational system.

We recommend

- - Instructional program planning information. The institutions, through the Academic Council (expanded), should assess the availability of information needed for sound academic planning, the need for any assistance at the state level, or the appropriateness of mechanisms to coordinate planning activities to ensure that statewide needs and national trends are addressed. The Academic Council, as well as the institutions in their planning, should address both priority program needs and the scheduling and delivery needs of their students, especially of the emerging population of nontraditional students, and develop efficient means by which these needs can be met. This assessment should be completed by August, 1983.

- - Special education needs assessment. The Academic Council (expanded) and the Department of Education together should review existing special education programs and services throughout the entire educational system in New Mexico. This review should focus on the availability and use of diagnostic services, the flexibility of instructional methods to respond to individual needs, counseling services, and the understanding and skills of faculty and staff. This review should be completed by late 1983, and the results should be accompanied by recommendations for any needed statewide program development, increased student services, and faculty and staff development activities. Assisting students who have the same potential for educational attainment as their peers but who are hampered in reaching their goals by the inability of institutions to respond to specific needs should be a state priority.

- - Consumer information for the student. The Academic Council, together with the Department of Education, should assess the statewide availability of complete and accurate information on admissions requirements and procedures, financial aid, program prerequisites and degree requirements, as well as the career

prospects resulting from program completion. After such an assessment, the Academic Council should make recommendations by 1984 on statewide and institutional activities which could increase early awareness of postsecondary education's benefits as well as its requirements and improve the breadth and appropriateness of information available.

- Institutional cooperation in admissions. The Academic Council (expanded), in consultation with the New Mexico Coordinating Council, should develop a statewide policy on ethical recruitment and admissions activities and procedures by May, 1984. Such a policy should focus on means by which institutions can cooperate more effectively and efficiently in motivating and enabling New Mexico citizens to enroll in postsecondary education.

- Program articulation agreements. To permit a student who enters postsecondary education in New Mexico to move more easily between educational levels and among institutions, the Academic Council (expanded) should pursue the development of statewide articulation/career ladder agreements in program areas with high student transfer demands. Articulation agreements in agriculture, allied health, business, computer science/mathematics, engineering, and engineering technology should be in place by 1984.

- Course articulation matrix. The Academic Council (expanded) should oversee the development of a comprehensive course equivalency matrix for all postsecondary institutions, or other means by which such detailed information on transfer credit agreements can be made available to all entering students, beginning in 1985.

- Student flow studies. The Board of Educational Finance, with the assistance of the postsecondary institutions, should develop and conduct studies of the flow of students among postsecondary institutions in New Mexico and the success of these students in continuing and completing their education. The first results of these studies should be available by July, 1984, and should be shared with all institutions for their use in reviews of policies, programs, and services.

- Communication across educational levels. The Commission on Postsecondary Education should encourage all postsecondary institutions to develop an ongoing process for working with school districts in their community and region. Regular communication among all levels of the educational community will improve opportunities for shared solutions to common problems -- to the benefit of the student and the state. The two recent Quality Education Conferences have demonstrated the value of all constituencies coming together to share ideas on improving education. A summary of institutional/school district processes for communication should be available to the Commission on Postsecondary Education by August, 1983.

III. Resource Requirements and Their Effective Use

Recommendations in this section focus on steps necessary to maintain and enhance appropriate postsecondary programs and services in New Mexico. Many new services or areas which require further exploration have been identified in the preceding sections, and the action steps outlined there will serve as the basis for their development and implementation.

Success in determining adequate resource levels, providing those resources, and using them effectively depends on a number of factors, the most important of which is leadership -- both at the state level and in the institutions. Educational leadership anticipates the future and the issues which arise from that future. It develops strategies to respond to the future as projected. And it develops strategies to alter any negative impacts which that future otherwise might have on students.

Given the planning context for the next five years, our concern in developing recommendations on resource requirements and their effective use is to ensure that the needs of students for programs and services are met as well or better during the next five years as they are at present, that the quality of the programs students receive is maintained or enhanced, and that changing state needs and student demands for instruction, research, and public service are met through appropriate and quality institutional responses.

These recommendations recognize the roles which the public, the state, and the institutions play in postsecondary education, and they call for each to carry out its responsibilities with conscientiousness and rigor. The recommendations recognize needs for better definitions of roles and quality levels, for ongoing educational planning at the state and institutional levels, for adjustments to match funding support to existing state demands and expectations, for incentives to maximize flexibility in program development and modification, and for increasing responsibilities for accountability.

There are trade-offs in these recommendations. They do not add responsibilities where none existed, but they do underscore existing roles and areas in which current performance may not be adequate to meet the issues and needs ahead. Together they require serious work and difficult decisions by many constituencies.

A. Meeting the needs of the state and its residents within the role and mission of each postsecondary institution

Policy Direction

- Periodic statewide reviews should be made of the entire system of postsecondary education in New Mexico because of a constantly changing demographic, economic, academic, and societal context and the changing demands of this context for educational services.

We recommend

- **Statewide review of institutional missions.** The Commission on Postsecondary Education, in consultation with the boards of all postsecondary institutions in New Mexico, should conduct a statewide review of each institution's current role and scope in light of local, state and regional needs, priorities, and resources. As a result of the review process, by June, 1984, the Commission should recommend to the institutional boards for their consideration and action, any appropriate changes to institutional roles or scope which would allow the postsecondary educational community to respond better to state needs and priorities, or which would use state resources more effectively in meeting the educational needs of the state and its residents. After due consideration, the Commission and the institutional boards should report to the legislature any changes made as a result of the review or any recommended changes requiring legislative action.

- **Development of quality indicators.** In conjunction with a review of institutional missions, the Commission on Postsecondary Education should aid the institutions and the Academic Council (expanded) in initiating a statewide discussion of the level of quality to which New Mexico should be committed for the various programs and services offered by its postsecondary institutions. The level and indicators of quality may vary by type of institution, program, or activity. If appropriate levels of quality are defined, state-level and institution-level commitments should be made to achieve and maintain those quality levels.

B. Responsiveness to the needs of the state and its citizens

Policy Directions

- Responsibility for developing, modifying, or eliminating instructional programs on the basis of changing societal trends and needs rests primarily with institutional faculty, administrators, and boards through their program planning and review activities.

- State leadership is required to bring the perspectives and expertise of multiple constituencies together to study and resolve educational problems which exceed the authority, scope, or ability of any one institution or agency to tackle or correct alone.

We recommend

- Institutional program plans. The Commission on Postsecondary Education should receive an annual report beginning May, 1984 from each postsecondary institution summarizing its instructional program directions for the next five years. The Academic Council (expanded) should recommend to the Commission on Postsecondary Education a format for the five-year program plans by August, 1983. These reports should be reviewed in light of institutional missions, existing program array, and the local, state and national planning context. The Commission should respond to each report within the context of state needs and should provide a state perspective in reacting to new program intentions during the five-year period. The Commission also should encourage program development when changing state needs are not reflected in institutional program planning. The five-year program plans will serve as valuable support to the Board of Educational Finance in its operating and capital budget development and program approval functions, as well as in assessing the needs for cooperative arrangements with other states in the provision of educational opportunities for New Mexico students.

- Statewide program review. A statewide program review should be designed and coordinated by the Academic Council (expanded) at least every five years. This evaluation process should involve all postsecondary institutions and instructional programs at all levels. It should supplement rather than replace ongoing program planning and review activities at the institutions by providing a consistent statewide perspective across all programs. Each institution, however, must respond to the review results from the perspective of its own student and regional needs as well as statewide needs. A review of baccalaureate and graduate programs should be completed and reported to the Commission on Postsecondary Education by December, 1983. A review of subbaccalaureate programs should be completed and reported to the Commission on Postsecondary Education by December, 1984.

- Interstate cooperation and sharing of resources. The Board of Educational Finance should work cooperatively with other regional and state postsecondary education agencies to seek interstate sharing of instructional programs and educational resources when such arrangements would meet educational needs of New Mexico residents in a quality and cost-effective manner.

C. The appropriate roles of the public, the state, and the institutions in postsecondary education

Policy Directions

- The respective roles which different constituencies play in the planning, provision, and evaluation of postsecondary education come partly from statutory authority but also come from a response to issues and the consensus which tends to form as to who must be involved in tackling and resolving a given issue or problem. The recommendations throughout this planning document call for action steps and call on interested and concerned groups and agencies to be involved in the planning and decision-making process. These recommendations, then, do define many expectations of roles for the public, the state, and the institutions in the five-year planning period ahead.

- The primary role of the public in postsecondary education is to identify changing program and service needs and to evaluate the extent to which the postsecondary education system is meeting those needs effectively. The public also participates in the setting of directions, the funding, and the management of postsecondary education through its representatives on the boards of regents/trustees, the Board of Educational Finance/ Commission on Postsecondary Education, and the legislature. Then, too, the public participates directly in the educational process as students, parents, alumni, and employers of graduates.

- The institutions and their boards, students, faculty, and staff have multiple primary responsibilities for postsecondary education:

  --to develop and maintain needed programs which are appropriate to the institution's mission

  --to maintain and improve the quality of institutional programs and services, and the faculty and staff who provide them

  --to optimize the use of institutional resources in achieving the institution's mission

  --to maintain an environment conducive to study and research in which academic freedom and an enthusiasm for learning are assured

  --to be accountable for the allocation and expenditures of resources, for maximizing quality educational opportunities through continuous evaluation of programs, and for responding to societal needs through ongoing planning activities

- The state, through the executive, the legislature, and the Commission on Postsecondary Education, has the responsibility for assisting the public and the institutions by providing leadership in identifying state needs and priorities, in

bringing groups with varying perspectives together to address common problems, and in providing appropriate information and recommendations to facilitate decisions which are in the best interests of the state and its citizens. The state, thus, should coordinate educational planning so that state needs for access to instruction and other knowledge resources are met -- and in the most cost-effective manner. The state is responsible for developing methods of allocation and funding levels which assure the public institutions of adequate and equitable funding in relation to their missions and size and the associated require- ments for quality. The state also has the responsibility for monitoring the use of state resources allocated to the institutions.

All of the recommendations in this plan name the group or groups, based on the roles outlined above, with primary responsibility for the actions suggested. The recommendations which follow focus on actions which should be taken by the state to carry out its responsibilities or to make it easier for the public and the institutions to fulfill theirs.

We recommend

- Standards for instruction in New Mexico by out-of-state institutions. The Academic Council should review existing criteria for approval of out-of-state institutions to offer courses or programs within New Mexico and should make recommendations on changes in such criteria to ensure that these institutions can provide and maintain appropriate educational standards in their instructional activities. Such recommendations will be reviewed by the Commission on Postsecondary Education, which will seek any necessary legislative action in the 1984 session.

- Standards for instruction by proprietary institutions. The Commission on Postsecondary Education, in consultation with the General Advisory Council, representatives of proprietary education, and the Academic Council (expanded), should review the criteria for approval of proprietary institutions and should make recommendations on changes which would ensure that the programs to be offered are of a quality which would benefit New Mexico residents and that the necessary educational expertise and resources are available to support these programs. Changes requiring legislative action should be prepared for consideration by the 1984 legislature.

- Improved local options for subbaccalaureate education. Local options for subbaccalaureate education should be based on the needs of the community and should not be constrained by limitations of institutional type. The Commission on Postsecondary Education should work with appropriate committees of the legislature, in consultation with postsecondary institutions, the Department of Education, and the Division of Public School Finance to develop recommendations by 1984 on any necessary

enabling legislation for legislative consideration which would provide communities in New Mexico with existing subbaccalaureate institutions (whether a junior college, branch college, technical-vocational institute, or area vocational school) a full range of local options in two specific areas:

--governance -- each community with a subbaccalaureate institution should be able to choose the form of governance, type of board, and relationships with other institutions which best suit its needs and expectations

--funding -- each community with a subbaccalaureate institution should be able to choose from the same range of options the level of local support, the level of student tuition, the extent of state appropriations together with the corresponding commitment to compliance with state guidelines on expenditure levels, and the available funding sources for capital outlay.

- Improved state coordination of subbaccalaureate education. The legislature, through such committees as it deems appropriate, should address the coordination problems which are inherent in a three-way split of state-level responsibilities for subbaccalaureate education among the Board of Educational Finance, the Board of Education, and the Division of Public School Finance.

  Our concern in this recommendation is for the optimal provision of educational services. While excellent educational programs are being offered by our two-year institutions, the multiple reporting and approval lines at the state level cause extra effort and delays and contain the potential for conflict which could disrupt or hamper the institution's ability to respond adequately to needs within its district.

  Only the executive and the legislature can determine the responsibilities of state agencies, and we would urge that by 1984 the responsibilities for coordinating subbaccalaureate education be consolidated in a single agency.

D. The use of advances in technology or alternative delivery systems

Policy Directions

- Advances nationwide in technology and alternative delivery systems could have applicability in New Mexico to improve existing educational services, to provide services which have been unavailable to New Mexico residents to date, and to make better use of state monies by sharing resources and still providing educational services throughout the state.

We recommend

- **Statewide telecommunications study**. The Commission on Postsecondary Education should oversee a statewide study of the costs and potential benefits of emerging electronic media/-telecommunications developments for the provision of educational services within New Mexico. The study should include current telecommunications activities and capabilities within New Mexico; national developments, trends, and cost data; the costs and benefits of an increased use of these technologies within New Mexico; and the impacts on program quality and learning resources requirements of such special delivery systems. Recommendations should be developed for the executive and the legislature by 1985 on the role which telecommunications technologies should play in meeting New Mexico's educational needs and the mechanisms by which such developments should be coordinated, evaluated, and funded.

  This study should begin with a review of information available through specific but related activities of the Governor's Committee on Public Broadcasting, the Advisory Committee on Data Communications, the federally-supported study by the University of New Mexico on telemediated education, and the experimental instructional activities at Eastern New Mexico University and New Mexico State University.

E. Need for adjustments in the process of funding postsecondary education

Policy Directions

- Joint institution-state efforts should identify state needs and priorities, determine the roles of institutions in meeting those needs, and develop policies to enable postsecondary education to perform these roles in an effective manner. Policies, rather than funding mechanisms, should determine the direction of institutional activities within the total resources available.

  Funding mechanisms for postsecondary education should provide:

  --stable funding within which to plan and manage given state policies and institutional mission

  --adequate resources for educational services needed by the state and its citizens

  --equitable funding levels for comparable activities while recognizing unavoidable cost differences

  --adjustments in resource support levels related to changes in workload and accompanying cost implications

--incentives for the sharing of resources or for investments which will provide long term returns to the state.

- To the extent possible, the redirection of existing resources, whether human, fiscal, or physical, should be considered first by postsecondary institutions in responding to new and changing needs for programs and services and the supporting resources they require.

- Just as the state is concerned with all of the postsecondary educational needs of its citizens, as a part of its responsibilities to ensure adequate and equitable funding levels and to monitor the use of state resources, the state must be concerned with all sources of revenue which are available in support of programs to meet those needs. All resources must be considered in determining adequacy of support, and the future potential of funding sources must be assessed to ensure a stable base for program continuity.

We recommend

- - Emphasis on evaluation and reallocation. When reviewing institutional requests for additional funding, the Board of Educational Finance should consider institutional evaluations of the use of staff and space and their past and projected reallocation of resources to meet clearly identifiable needs for programs and services.

- - Incentives for better use of resources. The Board of Educational Finance should encourage and participate in the development of mechanisms to facilitate better use of existing institutional resources. These mechanisms might include a faculty development/retraining program, an instructional improvement grant program, or a faculty exchange program. At least one incentive program of this type should be considered by the 1984 legislature.

- - State use of the "seed-money" concept. The state should consider programs in which a small state investment could facilitate cooperation among sectors and attract other sources of revenue to the benefit of the state and the student. This concept might be used, for example, in making professional services and student intern services available to meet state and local needs.

- - Funding adjustments. The Board of Educational Finance, the institutions, and the executive and legislative staffs should work jointly to determine the need and to develop recommendations for funding adjustments or mechanisms to reflect appropriate support levels for several areas in which current funding is not on a stable basis, may not be at an appropriate

level, or does not allow for needed program changes. All of these areas of funding concern should be addressed by 1984.

--library acquisitions and corresponding staffing needs, with recognition of the relationship of costs to core collection needs; the number, range, and levels of academic programs; the research activities to be supported; the emerging technologies in material support; and the extent to which resources can be shared among institutions and agencies. The current library study will provide background information for this activity.

--instructional computing needs and the resources which must be available to provide various forms of computer capability to students with a wide range of career goals, many of which require computer literacy. Again, the use of shared resources throughout the state should be emphasized.

--summer school funding, which should recognize workload factors and, thus, permit institutions to respond to changing student demand in terms of program content or scheduling.

--ongoing facilities maintenance and renewal, which should recognize the prudence of keeping up with repairs and renovations on facilities of the state. Thus, the state's past investments in facilities are protected, and the facilities can continue to support needed educational activities.

--instructional equipment maintenance, replacement, and upgrading, with a focus on the development of an ongoing and stable funding base which recognizes program needs, student demand, and the replacement life of the equipment.

--instructional costs as related to changes in enrollment levels, with a recognition of both fixed and variable costs and the adjustments in program scope which must accompany significant changes in demand.

- Comparative study on adequacy of funding levels. The Board of Educational Finance, in consultation with the postsecondary institutions, should develop a methodology for comparing instructional funding levels of New Mexico public institutions with those of appropriate peer institutional groupings in other states. This methodology should be used to assess comparability of state support (salaries and other instructional costs) for postsecondary education and thus highlight areas of possible funding concern and provide benchmark data as background for funding requests. The comparative funding methodology should be developed by August, 1983.

- Institutional contingency plans. Each postsecondary institution should develop by 1983 a contingency plan for managing retrenchment in the event that enrollments and/or supporting resources

fall to levels inadequate to sustain the existing scope of programming. Reductions in scope can decimate institutions, unless institutional constituencies have agreed in advance on the criteria and procedures which will be used to reduce programs and services and to make concomitant reductions in faculty and staff. The plans should outline the criteria for reductions and the procedures for consultation within the institution in developing such program decisions. Such plans should be approved by institutional boards and submitted to the Commission on Postsecondary Education for information.

F. Development of partnerships

Policy Directions

- Partnerships among the state, business and industry, and postsecondary education must be developed to share educational tasks and meet educational needs which no one sector can handle alone.

  Some recommendations for partnerships already have been suggested; for example, in manpower training and in interstate provision of graduate programming. Partnerships can exist between sectors at all levels. Partnerships with business or with industry, for example, can be formed at the state or at the institutional level. But someone, probably at the state level, must advocate, encourage, and coordinate these efforts.

We recommend

- Governor's Conference on Partnerships in Education. The governor, in consultation with the Commission on Postsecondary Education and the Department of Commerce and Industry, should convene in 1983 a group of most interested citizens, including representatives of the Association of Commerce and Industry; local chambers of commerce; statewide trade and professional associations; and government, education, and business leaders, to address ways in which business and industry and postsecondary institutions can cooperate more closely in ensuring responsive and quality instruction and research. To provide direction for the conference discussions and recommendations, the governor should invite a panel of national/international leaders of business and industry, and others -- whether headquartered in New Mexico or elsewhere -- who can provide ideas on areas of need for cooperation, types of cooperative arrangements which can be created, and new directions in education which must be considered.

- Conference followup and implementation. The General Advisory Council of the Commission on Postsecondary Education, together with appropriate subcommittees to expand the representation of

all sectors, should be responsible for following up on the discussions and recommendations of the governor's conference and suggesting to responsible agencies strategies to facilitate the implementation of appropriate partnership arrangements.

CONCLUSION

Implementation and Followup

The preceding recommendations not only describe the actions which need to be taken in the next five years to meet challenges and take advantage of opportunities for postsecondary education. They also assign primary responsibility to groups, agencies, or institutions for those planning activities and lay out a schedule for completion. Thus, the recommendations as a whole describe a statewide planning process and make clear the multiple responsibilities for its success.

Implementation of the plan requires, above all, commitment. It requires active leadership and support from the governor and executive agencies and from the legislature. It requires ongoing encouragement and review by the Commission on Postsecondary Education. It requires a focus on the future and common agreement on desired directions and outcomes by the Board of Educational Finance and all of the postsecondary institutions as they carry out their full range of responsibilities. And it requires a public which is concerned about postsecondary education and determined to focus its continuing attention on how accountable the state and the institutions are to public needs as expressed through the planning process.

The Commission on Postsecondary Education and its General Advisory Council will monitor progress toward complete implementation of the plan's recommendations. During the five-year planning period the Commission's annual report to the governor and the legislature will provide a summary of progress to date and identify next steps for action as well as additional issues which should be addressed in the later years of the plan.

Summary

This plan will have achieved its purpose if it (1) focuses attention within the state on a common set of postsecondary issues of critical concern, (2) provides a context and a process for working together to resolve the issues, and (3) ensures the monitoring of progress toward implementation and the updating of issues and needed planning activities.

We have assessed the present but, more importantly, we have looked to the future. We have anticipated opportunities as well as factors which may impinge on progress in the state or in postsecondary education. As a result, our recommendations outline actions which can be taken now to prepare for that future and, in fact, to alter it.

If the issues and challenges addressed in the plan are met successfully, the opportunities for students, the state, and the institutions will be greater and our collective future in New Mexico will be stronger.

Appendix A

THE CURRENT STATUS OF POSTSECONDARY EDUCATION IN NEW MEXICO

Given a total population in 1980 of 1.3 million, New Mexico citizens have available to them a wide range of educational opportunities. This is due to a relatively large number of institutions (for the size of the population) and considerable variation in institutional type and programming. Educational opportunities are dispersed across the state and minimize geographic barriers to postsecondary education.

In addition to in-state educational opportunities, New Mexico participates in several cooperative arrangements (the most notable of which is with the Western Interstate Commission for Higher Education, or WICHE) to provide access for New Mexico residents to particular graduate and professional programs not offered within the state. These contract or exchange agreements normally allow New Mexico students to enroll in such out-of-state programs at resident rates.

The sections which follow describe the postsecondary institutions of New Mexico, their statutory origins, and their scope of programming, as well as state funding and enrollment patterns.

A. Public Four-Year Institutions

The state of New Mexico supports six public universities which offer baccalaureate, master's, and, at three institutions, doctoral programs. The University of New Mexico also has professional schools in medicine and law. These institutions, together with four independent institutions in the state, provide all of the higher education instruction in New Mexico beyond the sub-baccalaureate level (except for programming which may be offered on federal military installations and minimal course offerings in New Mexico by out-of-state institutions).

All six of the four-year public institutions were provided for by the state constitution. The constitution specifies that each of these institutions be governed by an appointed board of regents with broad responsibility for the control and management of the institution. Over 70 percent of the funding for instruction at the public institutions comes from state appropriations. The students of the six four-year public institutions account for 80 percent of New Mexico's total college-credit enrollments.

Three of the universities -- Eastern New Mexico University in Portales, New Mexico Highlands University in Las Vegas, and Western New Mexico University in Silver City -- have teaching as their primary mission. These institutions offer a diversity of undergraduate programs, largely to a regional student body (the majority of their students come from a four - six county area adjoining the institution), and a limited number of master's programs. Eastern and Highlands also offer education specialist degrees. While faculty at each of these institutions are engaged in research and public service activities, the state has emphasized, through its funding, that research and public service at the three institutions be secondary to and in support of the instructional mission.

The University of New Mexico in Albuquerque, New Mexico State University in Las Cruces, and New Mexico Institute of Mining and Technology in

Socorro have programs at the bachelor's, master's and doctoral levels. Their missions clearly include responsibilities for extensive research and public service activities as well as instruction.

New Mexico Institute of Mining and Technology is the only "special-mission" four-year institution in the state. Its instructional program and research activities are focused heavily on the physical sciences and mineral engineering. The Petroleum Recovery Research Center and the Research and Development Division are significant research arms at Tech, and the State Bureau of Mines is a state agency within the institution with public service responsibilities in the area of mineral resources.

New Mexico State University was established as the state's land grant institution with an emphasis on agriculture, engineering, and the sciences. Doctoral programs focus on these disciplines plus the field of education. The Agricultural Experiment Station is involved in research activities throughout the state, and the Cooperative Extension Service and the State Department of Agriculture have statewide public service and educational outreach functions. Another significant research unit at New Mexico State is the Clinton P. Anderson Physical Sciences Laboratory, funded from outside sources.

The University of New Mexico was recognized by the territorial legislature in 1889 as the state university to be located in Albuquerque. It offers instructional programs at all levels across the full range of disciplines with the exception of agriculture. It also has a number of professional programs including architecture, law,medicine, nursing, and pharmacy. Research and public service activities are extensive throughout the institution but particularly through the medical school, the university hospital, the Cancer Research and Treatment Center, and the Institute for Applied Research Services.

B. Independent Four-Year Institutions

New Mexico has four independent colleges/universities providing postsecondary programs within the state. These independent institutions provide just under six percent of the total college-credit enrollments in the state. Each of the four institutions is governed by a lay board of trustees.

College of Santa Fe and University of Albuquerque are four-year liberal arts colleges which also offer a number of two-year, career-oriented programs and extensive community service courses. College of the Southwest, located in Hobbs, offers general education programming with a limited range of majors, almost all of which have a direct career focus. St. John's College in Santa Fe is the second campus of St. John's College of Annapolis, Maryland. It provides a liberal arts undergraduate curriculum based on the great books of our civilization. St. John's offers no specialized academic majors. It is the only private institution in the state to offer a master's degree program.

These four private or independent institutions offer a range of programs and distinctive educational experiences to the residents of New Mexico.

C. Public Two-Year Postsecondary Institutions

Currently, there are 16 two-year postsecondary institutions operating under one of four New Mexico statutes or established by and operating within

the provisions of the state constitution. Because of their different legal bases for establishment, each type of two-year institution has different governance, financing, and program characteristics. These differing characteristics will be described below. Together they provide about 15 percent of the total credit instruction for New Mexico's postsecondary education system and offer the vast majority of the state's noncredit vocational and technical instruction.

In looking at oversight and approval responsibilities of state agencies for the two-year campuses, significant differences are apparent, stemming also from statutory variations. In the case of the constitutionally-established two-year institutions, the Board of Educational Finance has budget approval responsibilities and the task of recommending state appropriation levels, if any. For branch colleges, the Board of Educational Finance must approve their creation, set tuition and expenditure levels, and recommend state appropriations. The BEF also must approve the establishment of junior colleges but, under their current funding mechanisms, plays no part in their funding, except to certify enrollment levels for an FTE-related state appropriation. For all of these institutional types, the BEF also makes capital outlay recommendations and approves capital outlay projects.

For technical and vocational institutes and area vocational schools, the State Board of Education is the responsible agency for authorizing their creation and approving their programming. For these institutions, the Public School Finance Division of the Department of Finance and Administration is responsible for state funding recommendations and budget approval procedures.

It should be noted, also, that the State Board of Education has program review and evaluation responsibilities for vocational education programs at any institution designated as an area vocational school and is charged with the allocation of federal vocational education funds.

These 16 campuses do not include several other postsecondary institutions in New Mexico targeted to the educational needs of American Indian students. Such institutions include the Shiprock Branch of Navajo Community College, Southwest Indian Polytechnic Institute in Albuquerque, and the Institute of American Indian Arts in Santa Fe.

1. Two-Year Constitutional Institutions. New Mexico Military Institute and Northern New Mexico Community College (although the latter's scope and direction has changed several times) were both recognized and provided for by the state constitution. As constitutional institutions, they each have a statewide board of regents to manage and control the institution, so local influence is limited to an advisory function. Neither of these institutions has local funding support. The Military Institute currently receives its operating support through tuition and fees and land and permanent fund income. Northern receives operating funds from those two sources as well as state appropriations.

New Mexico Military Institute offers a range of academic transfer programs including two-year pre-professional preparation. It can be considered a "special mission" institution because of its designation in state law as a military institute. Northern New Mexico Community College serves six school districts surrounding its two campuses at El Rito and Espanola with a curriculum evenly divided between academic transfer and occupational offerings.

2. Two-Year Branch Community Colleges. Nine two-year campuses affiliated with four-year institutions are organized under the provisions of the branch college statute (1957) and its subsequent amendments. (An additional institution, San Juan College, was established as a branch college but became an independent junior college as of July, 1982.) The branch college statute provides for establishing a local district. Branch college governance authority is vested in the board of regents of the parent four-year institution with the district board [composed of the board(s) of the local school district(s)] serving in an advisory capacity.

The statute provides for local tax support of the branch college programs at specified levels ($400 per vocational FTE student and $100 per academic FTE student), state-approved tuition levels, and state appropriations providing the difference between local tax and tuition revenues and state-approved total expenditure levels.

New Mexico State University is the parent institution for four branch campuses -- at Alamogordo, Carlsbad, Las Cruces (Dona Ana), and Grants. Alamogordo, Carlsbad, and Grants offer both academic and occupational programs, with the majority of their enrollments in academic transfer programs. Dona Ana Branch at Las Cruces is the only branch campus offering only occupational programming. Its location, adjoining New Mexico State, allows its vocational offerings to complement the availability of lower-division academic transfer programs at the parent institution.

The University of New Mexico has three branches -- at Gallup, Los Alamos, and Belen (Valencia County). While each offers both academic and occupational coursework, the bulk of their enrollments is in the academic area.

Eastern New Mexico University has branch campuses at Clovis and at Roswell with academic and occupational program offerings. The growth in vocational enrollments at Roswell quickly outpaced its academic transfer enrollments.

3. Junior Colleges. New Mexico has had one public junior college -- New Mexico Junior College in Hobbs -- since the mid 1960's. With the changing status of San Juan College from a branch campus of New Mexico State to a junior college in July, 1982, New Mexico now has two institutions operating within the provisions of the junior college act. Both offer academic and vocational programs to the residents of their districts (composed in each case of four adjoining public school districts).

Governance for the junior colleges is in the hands of a five-person junior college board consisting of local junior college district residents. Funding provisions of the junior college act allow considerable flexibility for a local district with an adequate tax base. State support is fixed at not less than $325 per FTE student, but local tax support levels (up to 5 mills), tuition levels, and expenditure levels can be determined locally.

An additional option now available under the junior college act would maintain the junior college governance structure but allow for state-approved local millage rates, tuition levels, and total expenditure levels. Then, state appropriations would provide the difference between local tax and tuition revenues and the authorized expenditure level.

4. Technical and Vocational Institute. The only institution which has been established under the Technical and Vocational Institute Act is Albuquerque Technical-Vocational Institute, known as T-VI. Control and management of the institute is vested in an elected local district board. T-VI offers a wide variety of technical and vocational programs but is prohibited by statute from granting academic credit. Funding is from local tax levies, state appropriations (with a fixed-rate minimum level), as well as federal sources. There is no tuition for indistrict students.

5. Area Vocational Schools. Luna Vocational Technical Institute in Las Vegas and Tucumcari Area Vocational School were established under the Area Vocational Schools Act. These institutions are governed by a local district board and funded by local tax levies and state appropriations. They have no statutory bonding authority. Indistrict students attend tuition-free. Area vocational schools are not authorized to offer credit instruction.

D. Other Postsecondary Institutions in New Mexico

There are two general categories of other institutions offering postsecondary instruction within New Mexico. The first is those institutions, mentioned earlier, which provide special-purpose instruction or serve targeted student populations. These include the Navajo Community College - Shiprock Branch, Southwest Indian Polytechnic Institute, and the Institute of American Indian Arts. The other category of postsecondary instruction is that offered by private proprietary schools, which will be discussed briefly below. In addition, of course, there are numerous training and education programs developed and conducted by business, industry, and labor agencies within the state. Corporate investments in in-house training have been an increasing trend and meet specific entry-level skill requirements as well as technical or managerial skills retraining or upgrading.

In 1981-82, there were 88 proprietary schools operating in New Mexico under the provisions of one of two state statutes: the Postsecondary Educational Institution Act or the Out-of-State Proprietary School Act. Proprietary or private occupational schools expand the diversity of training opportunities available to New Mexico residents. Specialized programming meets entry-level job requirements to technical occupations and, thus, increases the availability of trained labor. They offer training programs for state residents at no expense to the state, and they contribute to increased state revenue through the taxes paid by the schools themselves and through the improved earning capacity of their graduates.

The Board of Educational Finance has general oversight responsibilities for the proprietary schools operating in New Mexico and is concerned, particularly, with "truth in advertising" and consumer protection.

E. Enrollment Trends in Postsecondary Education

For New Mexico, the decade of the 1970's was a time of considerable change in postsecondary enrollment patterns. Total enrollments statewide grew significantly during this period. However, there were major variations among institutions and programs in their enrollment experiences.

In looking at total enrollments in the public four-year institutions in New Mexico, the ten-year period from 1971 to 1981 was a period of stable

enrollments. These totals hide significant changes in the distribution and composition of enrollments. University of New Mexico FTE enrollments did remain stable, but FTE figures for New Mexico State and Tech grew by 29 and 21 percent, respectively. Meanwhile at the three regional universities, FTE enrollments declined significantly -- 29 percent at Highlands and 18 and 17 percent, respectively, at Western and Eastern. Thus, there were major shifts in the distribution of enrollments among four-year institutions.

In looking at the institutions that gained and lost enrollments, it seems likely that a considerable part of this enrollment shift is due to changing patterns of student demand, with the most notable growth at New Mexico State and Tech, the institutions with heavy agriculture, engineering, and basic sciences curricula. Concurrently, the institutions with major enrollment declines are those which have had curricula heavily focused on teacher education, an area with a greatly decreased job market.

Other features of the changing enrollment scene should be noted. During the past decade, graduate enrollments have held up and increased slightly. Since these are a part of the total enrollment, if they are removed and only undergraduate enrollments are examined, the percentage decline for the regional universities will be slightly larger.

In addition, perhaps the most remarkable change in New Mexico's enrollments during the last ten years has been the change in the relationships between headcount and full time equivalent (FTE) enrollments. There are increasing numbers of part-time students, full-time students taking smaller courseloads, and nondegree students enrolling for one or two courses. The result has been greater growth in headcount students than in FTE enrollments, or a smaller decline in the total size of the student body than the FTE figures would indicate. Thus, the University of New Mexico, with a ten-year FTE increase of less than 2 percent, had a 23 percent increase in the total size of its student body (headcount). Highlands, for example, with a 29 percent FTE decline, experienced a much lower headcount decrease of 15 percent.

One other enrollment factor should be kept in mind in reviewing recent enrollment trends. There is no doubt that the recession and higher unemployment levels have helped boost enrollments in New Mexico in the past two years as they have elsewhere. This has occurred just as the general college-age pool began its decline and may have artificially held up enrollment levels. If this is the case, a turnaround in the economy may cause a precipitous drop in enrollments -- a drop which otherwise could have been gradual.

Enrollments in the independent institutions as a group have declined, but these totals, as in the case of the four-year public institutions, are deceptive. College of the Southwest, a small, career-oriented institution, has shown steady growth during the past six years, after an earlier period of decline. St. John's College, with the drawing power of a very unique curriculum and educational experience, also has experienced significant growth. However, the two more traditional liberal arts institutions -- University of Albuquerque and College of Santa Fe -- have experienced FTE declines of 24 and 25 percent, respectively, during the past ten years. In addition to their core academic curricula, these two institutions had been very active in providing programming responsive to community service needs. It should be noted that their enrollment declines took place during a period when public institutions

were increasing their community service programming and flexibility of scheduling in these same communities.

While the enrollment characteristics which have affected four-year institutions also have played a major role in setting enrollment patterns for the two-year institutions, the total enrollment figures look different. For the two-year institutions, the 1970's were a period of major growth. In just the past five years, FTE enrollments at the two-year institutions have grown by one-third. Nationally, there has been a surge in two-year college enrollments due to the greater responsiveness of two-year enrollments to economic fluctuations and unemployment levels. However, this is far from the whole explanation in New Mexico.

Three branch colleges -- Dona Ana, Los Alamos, and Valencia County -- were established in the past ten years as was Tucumcari Area Vocational School, thus making available to the local communities educational opportunities which had never existed. Then, too, both at these new institutions and at most of the other two-year schools, campuses were being developed and facilities were being built in response to program needs, thus allowing for program expansion and new program development. This resulted in programs meeting community needs and campuses more attractive to potential students.

A trend has been taking place at the two-year institutions which corresponds to the shifting enrollment distribution at the four-year institutions toward more technical, career-oriented enrollments. Academic credit enrollments at the two-year institutions have remained stable during this overall growth period, with the enrollment growth occurring in vocational and technical programs.

Other factors in the enrollment picture should be noted. While participation rates in New Mexico have been considered to be low (about 34 percent of the high school graduates immediately enroll in public postsecondary institutions), a recent study in Colorado shows approximately the same level of participation. Additional students enroll in private New Mexico institutions and in out-of-state institutions, with an overall participation rate of around 41 percent. This, of course, is not addressing the enrollment of older students in postsecondary education -- enrollments which are increasing significantly.

In 1970, 81 percent of the students enrolled in New Mexico public four-year institutions were residents of the state. In 1980, residents had increased to 90 percent of the total enrollments in the universities. This matches national enrollment trends exhibiting a greater tendency for college attendance within the home state. In 1970, New Mexico had a slight in-migration of students (out-of-state students entered the state for their education at a faster rate than New Mexico students left the state for theirs). By 1979, there was a net out-migration of New Mexico students, with three-quarters of these students attending public institutions out of state.

F. State Funding Patterns in New Mexico Postsecondary Education

New Mexico has supported its system of postsecondary education well during the past decade. The increases in funding levels have exceeded those required to keep up with both inflationary increases and workload increases

from enrollment growth. Thus, new program development and quality improvement needs have received some recognition also.

New Mexico ranks eighth among the 50 states in its percentage increase of state appropriations for higher education during the past ten years. The state ranks even higher when looking at the relationship between the level of state support for higher education and the size of the population (seventh) or the state's average personal income level (fourth). Thus, New Mexicans have placed a high value on maintaining and enhancing their public, postsecondary education system. These data do not address the question of whether a particular type of institution or a particular activity area is funded better or worse than it is in other states. Such comparative data are not available at present.

The preceding figures refer only to state appropriations for operating support of higher education. There are many other aspects of public support in New Mexico that should be cited. First, there are additional state appropriations for a technical-vocational institute and for two area vocational schools. Total state appropriations for postsecondary education (through the Appropriations Acts) have increased from $52.4 million in 1972-73 to $202.2 million in 1982-83. In addition, there are considerable monies raised by local districts for support of these three institutions plus the nine branch campuses and the two junior colleges in the state. Land and permanent fund revenues have provided additional state support for the constitutional institutions. The state and the local communities have provided major investments, also, in building and renovating facilities at postsecondary institutions to meet both enrollment growth and changing program needs.

Due to continuing support by New Mexico during the last decade, state and local appropriations per FTE student in New Mexico are slightly above the national average. This is understandable, when one looks at the inability or unwillingness of many other states to keep up with the twin impacts of inflation and enrollment growth on their educational systems. Instructional expenditures per FTE student in New Mexico are still somewhat below the average for all states. Concerns for appropriateness and adequacy of funding in specific activity areas still exist.

Appendix B

THE PLANNING CONTEXT FOR 1983-1987: DEMOGRAPHIC, EDUCATIONAL, SOCIETAL, ECONOMIC

Any planning for a future period of time must be based not only on the environment existing at the time the planning process begins. Planning must be done within the context of conditions or trends which are expected during the time period under study. The demographic, educational, societal, and economic context which is anticipated for the years 1983 through 1987 will determine, to a large extent, the issues which are most critical to New Mexico and its postsecondary educational community. The recommendations made through the planning process for addressing the issues also are shaped by such factors as population trends and shifts in state needs.

The following description of the planning context for 1983-87 is based on fact, where those facts are already known, but also, in part, on assumptions about what is expected to occur during the next few years. Given uncertainties in many areas which can affect postsecondary education, the ongoing planning process will revise the assumptions if conditions change and, correspondingly, recognize new issues and new procedures for addressing those issues.

The planning context focuses on trends rather than discussing possible short-term fluctuations in these trends. Fluctuations in enrollments, funding, or the economy may have a great impact on a given region or institution in a particular year. To the extent possible, planning should consider ways of dampening the negative results of these fluctuations. In general, however, statewide planning should be most concerned with longer-term trends that will affect state needs for instruction, research, and public service; postsecondary education's response to those needs in terms of programs and services; and the potential for providing resources necessary to support postsecondary education at an adequate level.

The trends and assumptions described here refer to statewide trends. Population growth, enrollment rates, and economic conditions vary from area to area across the state and affect institutions to differing degrees. Each institution will have to assess its unique setting to determine the effect which these trends will have in terms of educational needs and the demands which these needs will place on the institution.

A. The Demographic Context

While the extent to which New Mexicans will participate in postsecondary education during the period 1983-1987 cannot be determined precisely, there are a number of general population and enrollment trends which are almost certain to continue. These trends will have a significant impact on the scope, programming, and delivery of postsecondary education in New Mexico in the next several years.

1. Population Growth. As a part of the nation's "Sunbelt," New Mexico has experienced a steady growth rate during the past decade, with a total population growth of 28 percent between 1970 and 1980. During the same period, the United States as a whole grew by 11 percent. This growth rate was due to a turnaround in state migration patterns in the 1970's to produce a significant level of net in-migration. It is projected that population growth will continue for New Mexico through the 1980's, though at a somewhat

slower pace (about 18 percent growth for the decade). Several migration trends support this projection: continued personal and industrial decisions to shift to nonmetropolitan and less-populated regions, earlier retirement patterns, increasing interest in the natural environment and enjoyment of leisure time, concerns for reducing costs of living, and a potential growth in energy and mineral resource extraction industries.

2. The Traditional Age Pool. It is probable that a rapidly changing distribution of the population across age categories in the next several years will have much greater impact on planning for postsecondary education than will the general growth rate.

A factor which must be considered is the decline underway in the traditional age pool which has generated the bulk of student enrollments in postsecondary institutions. The 15 - 19 year old age pool in New Mexico will decline by over 20,000 or 18 percent between 1980 and 1990. This will result in a similar percentage decline in high school graduates. If the rate of participation of the traditional age group remains constant and there is no surge in enrollments from older age categories, the decline in new freshman enrollments may be in the range of 15 - 20 percent.

Several other demographic trends in New Mexico and nationally may exert a positive influence on participation rates in postsecondary education for the traditional age pool. Declining birth rates will result in smaller families. Participation in postsecondary education is greater when families have fewer children spaced further apart, probably because of a greater ability to meet educational costs.

In addition, census data show increases in educational attainment levels of the population. Prior educational experiences or the educational experiences of parents are strong predictors of participation in postsecondary education, so increases in educational attainment levels should increase the likelihood that the state's youth will enroll for further education.

However, one other impact of the changing age distribution could dampen these positive influences on educational participation. The sharp drop in the 15 - 19 year old age group during the 1980's will mean a significantly smaller pool of entry-level workers for the labor market and of recruits for the armed forces. Thus, population characteristics which might increase tendencies toward enrollment in postsecondary education may be more than balanced by the vastly increased labor market competition for these same people. The impact of this competition is supported by research showing a significant relationship between increased postsecondary enrollment levels and high unemployment in a given time period.

3. An Older Age Profile. The 20 - 24 year old population in New Mexico will grow by nearly 10 percent between 1980 and 1985 and then decline by about the same amount by 1990. Those New Mexicans between the ages of 25 and 44 will increase by more than 150,000, or 45 percent over the decade. By 1985, the number of New Mexicans aged 65 and over will exceed by 6,000 the traditional college-going group in the 15 - 19 year old category.

These changes in the age distribution of the population, together with shifts in state needs, will have a significant effect on post-

secondary planning and the need for changes in educational programming and in the distribution of fiscal and human resources. A 45 percent increase in the 25 - 44 year old population during the 1980's will exert much greater demands on the postsecondary educational system for job skills upgrading and retraining, recertification or continuing education, and opportunities to complete earlier college work toward a degree. A 21 percent increase in the traditional retirement age population will mean additional needs for postsecondary learning opportunities and services. There are also significant implications resulting from a growing retirement population for vastly increased demands on all health care programs.

This aging population will require changes in programs, in services, and in the scheduling and delivery of its offerings. This clientele probably will not attend postsecondary institutions in vastly increased numbers unless the institutions respond rather directly to their specific educational needs. However, if those, for example, aged 25 - 44 enrolled in academic and vocational instruction at the rate they do now, the sheer increase in their numbers would mean an increased postsecondary enrollment by 1990 of about 7,500 students. A cautionary note is that these tend to be part-time, short-term students and, therefore, cannot be expected to replace one for one the expected decline in the traditional age group.

Many of the educational needs of this older population can be met by noncredit instruction. This has considerable implication for outreach, extension, adult and continuing education activities of postsecondary institutions. The potential clientele for these services is burgeoning. It must be remembered, however, that many educational opportunities of these types are available also through other agencies: government, community, industry, labor. Institutions will have to determine the extent of these outreach needs and which ones they can meet most appropriately.

B. The Educational Context

The following are major educational assumptions which form part of the total planning context within which postsecondary educational issues will be addressed.

1. Perceived Benefits of Postsecondary Education to New Mexico. Postsecondary education is not and should not be a passive reactor to economic and social changes in New Mexico. To a significant degree, postsecondary educational opportunities determine the future scope, direction, and speed of the economic growth of the state and of improvements in the quality of life for its citizens. Educated and skilled citizens are our greatest resource. They will provide future leadership to the state in preserving and advancing development and prosperity.

By providing educational opportunities, the postsecondary institutions are preparing the citizens of New Mexico to meet the social and economic challenges of the future. The extent to which postsecondary education performs this role effectively depends not only on its responsiveness to changing state needs and resources, but also on the quality and scope of its instructional, research, and public service programs. Educated residents, the availability of technical expertise, as well as the image of a state which values and promotes its educational system -- all are factors in developing and enhancing existing businesses and industries and in attracting

new ones. In addition, postsecondary institutions add much to life in the state and in their regions by enhancing social and cultural opportunities and by contributing significantly to the economy.

2. Diversity of Educational Opportunities. To ensure that the state of New Mexico derives full benefits from the assistance that postsecondary education can provide, its citizens should have access to a range of educational opportunities. The state should continue to support a broad array of program opportunities at all degree levels and the full scope of technical and vocational programs needed to provide training for the diversity of job opportunities and future economic development within the state. A diversity of levels and types of institutions with differing programs and services to respond to variations in clientele and needs should be maintained. To the extent feasible, these institutions should provide regional access across the state to a variety of educational opportunities.

While the independent colleges within New Mexico do not play as large a role in the total postsecondary education picture as is true in many states, the state should encourage their continuing contributions to the diversity of postsecondary programs and experiences available to New Mexico citizens.

The state should determine what diversity of institutions and programs is needed and viable. The state then must make a commitment to provide resources which are adequate to ensure quality for these educational opportunities. Because of its low population density relative to its range of economic and social needs, New Mexico has and should continue to look also to cooperative arrangements with other states which can provide needed educational opportunities for its citizens in particular program areas. This is particularly true of graduate and professional programs which may require substantial investment for a quality program even though the enrollment may be very small.

3. Educational Access For a Diverse Population. New Mexico's population, of which 37 percent are of Spanish origin and 8 percent are American Indian, is diverse in ethnic background. It is also a population diverse in terms of socio-economic factors. While 68 percent of those age 25 and over are high school graduates and 34 percent have enrolled in postsecondary education, 18 percent only attended elementary school. Seventeen percent of New Mexicans are living below the national poverty level, but 12 percent of New Mexico families have incomes over $35,000. Participation of women in postsecondary education has increased significantly during the last decade. Participation rates for minorities are still considerably lower than they are for the total population.

Clearly, the number of public postsecondary institutions and campuses and the range of programs offered indicate New Mexico has placed a priority on educational opportunities for its residents. Despite a relatively small population, New Mexico has supported a geographically dispersed postsecondary education system to eliminate as much as possible the geographic barriers and, to some extent also, the financial barriers to educational opportunities. New Mexico will continue to support access to educational opportunities for all of its residents who desire and can benefit from postsecondary education.

C. The Societal Context

While New Mexico has emphasized the need for postsecondary educational opportunities for its residents, it will need to rely increasingly on educated citizens as it becomes more diverse, complex, and technically and economically advanced. Postsecondary education in the years immediately ahead will have to be responsive to a variety of changing needs and demands within the state. Many of these come out of trends which have been described earlier.

1. A Changing Student Body. A much larger number of adults age 25 and over will seek postsecondary educational opportunities. Enrollments of part-time students and working students will continue to grow. These changing student characteristics will have an impact on programs, support services, and the scheduling, sequencing, and delivery of offerings.

2. Changing Student Interests, Employment Opportunities, and State Concerns. There will be greater needs on the part of state residents for job retraining programs, for programs to meet relicensure and continuing education requirements, and for a variety of extension or outreach programs and services. With an economy that is becoming more diversified, vocational and technical program demands will continue to grow. Career opportunities in management, engineering, science, technology, and service-related areas such as health will tend to create enrollment pressures on these program areas.

3. Economic and Social Issues. As society becomes more diverse and its problems more complicated, there is a greater and greater need for creative, sensitive, and technologically aware citizens who will continue to pursue learning throughout their lives in order to meet the challenges of their work and the world around them. In addition to sharing existing knowledge with as broad a spectrum of the population as possible, there will continue to be needs for increased activity in both applied and basic research. The expertise within the state's universities could be applied toward research activities in key areas of state concern and toward public service activities which allow for a broader sharing of expertise and research findings with state and local governments, business and industry, and the public.

4. Accountability. The public has continued to place a high value on postsecondary education and on the services provided by postsecondary institutions. At the same time, there have been increased demands for specific evidence of effective management through compliance reporting and audit requirements -- especially of the public postsecondary institutions, but also of the broad range of agencies offering educational and other public services. There are legitimate concerns on the part of postsecondary institutions that regulations and compliance requirements are draining off staff and fiscal resources and reducing their roles and responsibilities. However, it is unlikely, given the size of the continuing investment in postsecondary education and given an era in which both government and the private sector must make difficult choices in allocating limited dollars among competing programs and services, that the emphasis on demonstrating the appropriate and effective use of resources will lessen significantly.

There are many facets to accountability. The dimension that most commonly comes to mind relates to providing evidence of sound fiscal

management and of the effective use of human and fiscal resources as well as compliance with government regulations and the legislative or agency intent which accompanies appropriations. More and more, however, public concerns with accountability will focus on performance accountability or assessing the effectiveness with which postsecondary institutions carry out the roles which society has given them. The public will continue to press for evidence of the maintenance of program quality, the effectiveness of program delivery, the responsiveness of programs to societal needs, the competency of students who complete the programs, and the adequacy of consumer information about the institutions, their programs, and resulting career options.

5. Technology. High technology is often spoken of as the wave of the future with implications for changes in the economy, types of industry, career opportunities and training needs. All of this is true, but it also has another implication for postsecondary education. While these advances in technology should be evaluated carefully, they offer great potential for improved instructional support, flexibility in scheduling and delivery, efficiency in the use of resources, and as an avenue for increased sharing of fiscal and human resources among institutions, agencies, and regions. In addition, advances in technology are generated through the efforts of post-secondary institutions -- either through their own research or through the contributions made by their graduates.

D. The Economic Context

The economic environment in New Mexico clearly offers a more optimistic outlook for the future than is currently true for the nation as a whole or for the majority of states. Thus, assumptions about the economic context for planning during the period 1983-1987, while uncertain, are formed within the framework of a growing population, a healthy and growing economy, a strong natural resource base, and prudent fiscal management at the state level.

1. The State's Economic Growth Potential. In spite of a national recessionary period, the New Mexico economy has been stable. This is in large part due to the relatively small role played by manufacturing and construction, impacted negatively by the recession, in the total economic picture. New Mexico's economic strength lies in its vast reserves of natural resources -- among the largest in the nation in a number of mineral areas including uranium, oil, gas, potash, copper, coal. While extraction or development activities in some of these areas may fluctuate significantly in the short run, overall national needs for energy resources are such that continued and increasing exploration and production can be anticipated.

New Mexico's climate, natural environment, and low population density are also assets in looking at the future. It is likely that such factors, combined with higher energy costs nationwide, will continue to encourage population migration into the state. These same factors account for the contribution of recreation and tourism to the state's economy. This is a somewhat more volatile sector because of its relationship to transportation costs, but should remain a strength.

Employment in government agencies (federal, state, and local) is a major factor in New Mexico's economy, providing more than one-quarter of

the nonagricultural jobs in the state. This is an area that seems to have been affected already by federal budget policies, both through reductions in federal employment and reductions in federal grants and revenue sharing which impact other levels of government. This is unlikely to be an area of any significant growth in the next few years. But potential increases in the state in the scope of manufacturing activity, as the recession lifts nationally, may well compensate for a stable government sector.

Agriculture has been a stable sector in New Mexico's economy, although the national recession has depressed the demand for agricultural products and, thus, has reduced their prices. As the total economic picture improves, agriculture should maintain a steady if not growing pace in New Mexico's economy.

A number of projected economic growth areas -- especially increases in resource exploration, in the development of energy and extraction industries, and in the move to New Mexico of a growing number of manufacturing firms -- will have significant influence in increasing and shifting labor market demands. There must be postsecondary educational opportunities responsive to these state needs.

2. Inflation and Energy Costs. One of the positive features of even the current national economic scene is a reduction in the rate of inflation to something below the double-digit level which escalated prices for a number of years. This will be a boon to postsecondary institutions even in states, such as New Mexico, where appropriations did recognize purchasing power losses due to inflation. Lower inflationary rates are expected for the next few years. However, price increases in some areas of postsecondary expenditures have and will continue to exceed by far the average inflationary rate. These high cost areas include library resources, scientific equipment, utilities, and compensation in particular high-demand fields where institutions cannot compete with the private sector for qualified faculty. This will continue to put pressure on postsecondary institutions as they manage and reallocate resources during the years ahead.

3. The Outlook for Postsecondary Education Funding. In a state with good prospects for both population growth and economic development and with large reserves of mineral resources, the outlook for postsecondary education funding is also good.

a. State funding. New Mexico ranks eighth among the 50 states in its increases in state appropriations for higher education during the past ten years. However, postsecondary education's portion of the total annual state appropriations act has remained relatively stable and, in fact, has declined slightly since 1979. This has provided adequate support for education as long as the size of the revenue and appropriations pie has been increasing and educational services have not increased at a greater rate. New Mexico state government has displayed prudent -- or even conservative -- management of its resources. It has kept at least two important concepts in mind as it considers state support for needed services and programs: (1) There will continue to be fluctuations in the economy and in revenues, but if fluctuations are taken as a given, good management can dampen their negative effect on the continuity of meeting state needs. (2) No matter how plentiful the state's mineral reserves, they are nonrenewable, and the state

must not overextend its commitments beyond its future capabilities. At the same time the state must invest now in efforts to diversify its base and to maximize the benefits to be gained from the resources currently available.

A fiscally conservative state within a national environment of fiscal austerity and of reassessments of priorities is not going to be loose with its money. However, to the extent that postsecondary education can apply its resources and expertise to meeting the needs of the state and its citizens and to solving problems which will enhance the state's ability to meet the future, the resource base is there for appropriate funding levels.

In looking at future state funding prospects (and this applies equally to other sources of funding), one other note of caution should be offered. It must be recognized that postsecondary education will be facing increased competition in this decade for whatever dollars are available. It can be seen already at the federal level where tough debates have been directed not only at overall reductions but equally at priorities among programs. These same agonizing choices are being made now in many states which have been experiencing revenue shortfalls. To a significant extent, federal cutbacks will put the same burden of choice on state and local governments who will have to determine which services must be maintained and which programs must be initiated -- all within the framework of reduced revenues. In addition, demographic and social patterns will intensify the competition for resources. For example, the older population will place vastly increased demands on health services, and society's concern for improved correctional services is exerting pressure on resources everywhere.

b. Federal funding. As mentioned earlier, assumptions about funding for postsecondary education during the 1980's must include the probability of significantly decreased federal support. Trends in this direction began some time ago, but the impacts now anticipated will be much more abrupt and disruptive, and dollar-for-dollar replacement of the funding is unlikely. While most facets of postsecondary education will be affected, research activities will be particularly hard hit, and the resulting impact on the quality of experiences for graduate training as well as much of the support available to graduate students will be gone. Another area to be affected by federal reductions will be funding which has been available for venture capital in new program development, particularly for programs to improve educational opportunity for diverse clienteles. This will hamper institutional flexibility significantly in some cases.

In addition, of course, the proposed cuts in federal grants and loans to postsecondary students as well as the stiffening of eligibility requirements have the potential for initiating the greatest setback to access that postsecondary education has ever faced. This has an even greater impact in New Mexico where 17 percent of its residents are below the poverty level, and the state as a whole ranks 42 out of 50 in per capita personal income.

c. Local funding. Several types of postsecondary institutions in New Mexico depend on local financial support to varying degrees. While New Mexico's economy as a whole is expected to be strong, economic conditions vary considerably from community to community. For existing institutions, it is expected that local support will remain at least at its current level, and

several communities with two-year institutions have considerable unused capacity for higher support levels.

d. Private funding. Private sources of funding have not been a significant contributor to support for public postsecondary institutions. However, private giving and student fees (together with federal funds for many) form the base of institutional support for operations and capital in the independent colleges. As the federal government becomes a less reliable source of funding, all institutions will turn more to foundations and private contributions, especially for supplementary sources of student aid and program enhancement monies. With a lifting of the recession and new tax incentives in place, private giving should increase, but almost certainly not at a level to replace federal losses.

One area of promise which involves funding from the private sector is the possible teaming up of postsecondary institutions with business and industry to the benefit of both. Since business and industry are so heavily dependent on the graduates of the postsecondary system, they are recognizing increasingly that it is in their interest to provide financial support, equipment, and staff to enhance the instructional program. Such cooperative arrangements have potential in the coming decade.

4. Student Cost Considerations. The planning context outlined above should be examined for its impact on potential student costs associated with attending postsecondary institutions in the mid-1980's. There is common agreement that substantial portions of the total operating costs of postsecondary institutions are relatively fixed costs -- that is, costs which do not vary directly with changes in student enrollment levels. If these fixed costs are recognized in expenditure levels, enrollment declines will increase unit costs per student. Adding to this a continuation of inflation -- albeit at a slower pace -- and the need for venture capital to adjust to increased and shifting societal needs, the result will be increased average costs per student.

New Mexico historically has kept tuition and fee charges low for residents attending public postsecondary institutions. Even among the thirteen western states, known for low tuition compared to the country as a whole, New Mexico's resident student charges are below the western states' average and have increased at a slightly slower rate. In fact, per student expenditures throughout the 1970's have been increasing faster than student tuition and fees, and, thus, students at public institutions have been shouldering a steadily lower portion of their total educational costs, with the difference made up by increased levels of state appropriations.

Given the probable increase in per student costs of postsecondary education in the 1980's, either state appropriations will have to increase disproportionately, or financial assistance programs will have to grow to offset student costs, or there will be a significant decline in student enrollments because of increasing financial barriers to access.

Private institutions in New Mexico have had fewer options in addressing increases in unit costs. With few institutions having private sources of funding able to carry the increased costs of operation, those costs, in large part, have been passed on to students through higher tuition during the 1970's. Unless new sources of private funding or increased finan-

cial assistance programs materialize, private institutions face increasing cost-related enrollment declines during the 1980's. A few institutions with high drawing power in terms of prestige and uniqueness may be insulated from these trends.

Appendix C

A STATEWIDE PLAN FOR POSTSECONDARY EDUCATION IN NEW MEXICO
CRITICAL ISSUES FOR THE PERIOD 1983-1987

How the Issues Were Selected

Any statewide planning for postsecondary education in New Mexico must focus on at least three areas:

--state needs for instruction, research, and public service

--the role of postsecondary programs and services in responding to those state needs

--the provision of resources necessary for postsecondary education to carry out its responsibilities.

In conjunction with these major areas of concern, the demographic, societal, and economic environment within the state as well as the current status of postsecondary education must play a part in the selection of issues. Perhaps the most important consideration of all in the selection of issues, however, is the conditions or trends which are anticipated for the planning period under study. For example, what will be the characteristics of New Mexico's population or its economy between 1983 and 1987? What can be assumed about the state's needs, values, and priorities during this period? This context for the plan aids in determining the relative importance of issues in postsecondary education as well as shaping the recommendations which will provide statewide direction in resolving these issues.

A wide range of constituencies interested in postsecondary education in New Mexico was asked to participate in the process of identifying significant issues for the planning period 1983-1987. Postsecondary institutions, state agencies, members of the legislature, business and industry, and the general public were included in this request. Coming from both written responses and presentations at a public hearing, the resulting list of issues was extensive and diverse.

Those issues which have been selected as the focus of the first statewide plan for postsecondary education and the five-year planning process to be initiated through this plan were selected on the following bases:

--The issue has statewide significance for the planning period, 1983-1987, given the anticipated planning context; and

--The issue must be addressed through the coordinated efforts of a wide range of constituencies and agencies within the state; and

--The issue must be resolved quickly if there is to be minimal adverse impact on students, the state, or the responsiveness of programs; or

--The issue requires extensive lead-time for study, resolution, and implementation. It must be addressed now if it is to be resolved within the planning period.

Issues not addressed in this first statewide plan may be addressed through the annual planning process. They may be covered, also, through other more appropriate means, such as specific policy initiatives, budget requests, or interagency agreements. Many issues raised in the past few months were considered important but in the judgment of the planning committee did not require immediate attention. Other issues raised were more local in nature, dealt with a narrower constituency, or were institutional management issues.

Critical Issues for Postsecondary Education: 1983-1987

The issues outlined below, ranked in order of their priority, reflect a belief that the citizens of New Mexico are asking three major questions of themselves and of their postsecondary educational system:

--What educational opportunities do we need to ensure leadership for the economic development of our state and for improvements in our quality of life?

--How can our citizens have ready access to these educational opportunities?

--How do we pay for these educational opportunities?

The recommendations that will be developed in response to each of the issues raised in this plan will provide a state direction, set priorities and offer a framework within which agencies and institutions can conduct their planning and carry out their responsibilities. True resolution of the issues will come through cooperative actions by institutions, state agencies, the legislature, the executive, and the public as well as through individual institutional management decisions regarding programs, staff, and budgets. However, state-level commitments to policy directions and priorities must enhance the ability of the institutions to make these management decisions.

I. Responding to New Mexico's Environment and Its Economic Needs

Postsecondary education is not and should not be a passive reactor to economic and social changes in New Mexico. To a significant degree, postsecondary educational opportunities provide incentives to and determine the scope, direction, and speed of economic growth and of improvements in the quality of life. There is not a more fundamental and permanent economic resource than an educated and skilled citizenry. They will provide leadership to our state in advancing its development and prosperity.

By providing educational opportunities, the postsecondary institutions are preparing the citizens of New Mexico to meet the social and economic challenges of the future. The extent to which postsecondary education performs this role effectively depends not only on its responsiveness to changing state needs and resources, but also on the quality and scope of its instructional, research, and public service programs. Factors in developing and enhancing existing businesses and industries and in attracting new ones include educated and skilled residents, the availability of technical expertise, as well as the image of a state which values and promotes its educational system. In addition, postsecondary institutions add much to the

state and their regions by enhancing social and cultural opportunities and by significantly contributing to the economy.

Specific issues to be addressed include:

A. The state's needs for

--manpower training and education
--advances in knowledge
--the sharing of technical expertise and research results

New Mexico has a diverse and growing population, a healthy and growing economy, and a strong natural resource base. It also has an attractive climate and natural environment and a low population density. These are all assets in looking at the state's economic growth potential. However, New Mexico also has a population with a lower-than-average education and training level. Seventeen percent of its residents are below the poverty level, and in 1981 the state ranked 42 out of the 50 states in per capita personal income. While the state's mineral resource reserves are significant, they are nonrenewable. New Mexico must invest now in efforts to diversify its economic base and enhance its future growth and development.

Many of the state's potential growth areas -- such as increases in resource exploration, the development of energy and extraction industries, and the growth of high technology manufacturing -- will have a significant influence in increasing and shifting labor market demands. Thus, the state must assess its needs for manpower training as well as the general education needs of its citizens. It must look also at the extent to which research activities and the sharing of technical expertise and research results with those who will need to use them can aid the state in achieving this development and in resolving problem areas which otherwise may inhibit economic progress.

B. The role of postsecondary education in meeting state needs through each of the following functions:

--instruction
--research
--public service

As society becomes more diverse and its problems more complicated, there is a greater and greater need for creative, sensitive, and technologically aware citizens who will continue to pursue learning throughout their lives in order to meet the challenges of their work and the world around them. In addition to sharing existing knowledge with as broad a spectrum of the population as possible, there will be a need for increased activity in both applied and basic research. Certainly energy and environmental concerns, including water resources, are high on New Mexico's agency for the 1980's.

The expertise within the state's universities could be focused on research activities in key areas of state concern without, however, diverting the universities' existing thrusts in advancing knowledge through both basic and applied research in a broad range of fields. University resources also can contribute to public service activities which allow for a broader sharing of expertise and research findings with government, business and industry, and the public. If state needs and priorities are identified, postsecondary institutions must have the flexibility to respond within the timeframe required.

II. Access to Educational Opportunities for New Mexico Residents

Given a total population in 1980 of 1.3 million, New Mexico citizens have available to them a wide range of educational opportunities. This is due to a relatively large number of institutions (for the size of the population) and considerable variation in institutional type and programming. Educational opportunities are widely dispersed across the state and minimize the geographic barriers to postsecondary education which otherwise might hinder access across such a large geographic area. Having a diverse set of postsecondary institutions offering a variety of programs and services, however, does not mean that an individual citizen necessarily has appropriate and needed educational opportunities available to him or her.

Barriers to entering, persisting, or succeeding in postsecondary education in New Mexico still exist for many residents. These may be geographic, financial, cultural, or academic barriers, or they may be barriers which rise out of particular needs of the potential student such as alternative scheduling or sequencing of offerings. These are not universal barriers, but they may prevent equality of opportunity for some students to some types of postsecondary institutions, or to the full spectrum of instructional programs and levels available within the state.

Barriers which are perceived by some constituencies in New Mexico as denying educational opportunity include: educational costs to students, lack of programming in some geographic areas, inadequate academic preparation, lack of needed programs, inadequate student information on programs available, difficulty in moving from institution to institution or from one educational level to the next, lack of flexibility in programs and their delivery, inadequate program consideration of the cultural diversity of the population and other background characteristics, and inadequate staffing and facilities for the handicapped.

The planning process will focus on efforts to alleviate those barriers to access, persistence, and success which still exist and may have an increasingly negative impact during the next few years. These are barriers which may result from external factors or as a result of changing characteristics and needs of potential students.

A. The academic preparation of students entering postsecondary education

A significant proportion of students entering postsecondary education in New Mexico, as well as nationally, lack the academic skills necessary for them to benefit fully from their educational experiences. This is true both of students enrolling immediately after high school and of older students returning after a considerable absence from the educational system. The student who enters postsecondary education with skill deficiencies as well as the one who now may not enroll because he/she is intimidated by a lack of appropriate preparation -- both need to have special services provided and to be aware that these services exist. Our society cannot afford to condemn to a continuing lack of opportunity those students who, through no fault of their own, were not provided earlier with the skills needed to pursue advanced training. We cannot afford to waste these human resources.

Students who are prepared academically for postsecondary education are likely to enroll in greater numbers; they are more likely to stay in school and complete their programs; and they can take full advantage of whatever educational opportunities they desire. Lack of appropriate academic skills hurts the individual in the realization of his/her potential and, in turn, hurts the state by limiting the contributions of its citizens.

It does no good to assess blame. It is time for effective communication among all educational institutions at all levels of education. Cooperative linkages must be developed among schools and colleges to apply their joint experiences and expertise in improving student skills. Postsecondary institutions must define the skill competencies needed by the students in their programs, communicate these needs to the elementary and secondary school systems, and to students and their parents, and work with the schools in developing skills training programs which enable students to achieve these requisite skill levels. We have the knowledge and the expertise to improve our programs. The need is for the sharing of expertise among educational institutions and levels and communication with students and parents as to the skill levels needed for college work.

B. The cost of postsecondary education to students

New Mexico historically has kept tuition and fee charges low for residents attending public postsecondary institutions. Even among the thirteen western states, known for low tuition compared to the rest of the country, New Mexico's resident student charges are below the western states' average and have increased at a slightly slower rate. In fact, per student expenditures throughout the 1970's have been increasing faster than student tuition and fees, and, thus, students at public institutions have been shouldering a steadily lower portion of the total costs of their education, with the difference being made up by increased levels of state appropriations. At private institutions, increasing costs of operation, in large part, have been passed on to students through higher tuition during the 1970's.

However, there are several factors on the horizon which could raise considerably the financial barriers to postsecondary education for New Mexicans. We recognize the existence of fixed costs in postsecondary education -- that is, costs which do not vary directly with changes in student enrollment levels. If we add to these fixed costs a continuation of inflation, investments in new program development or program modification, and

enrollment decline, the result will be increased average costs per student. In other words, the same or a larger total expenditure level will be divided among fewer students.

Two other factors, one internal and one external, will play important roles in future considerations of costs to students. The internal factor is the relatively low income level of New Mexico residents. In 1981, per capita personal income in New Mexico was $8,654 compared with a national average of $10,517. Thus the costs of education to students may have a greater influence on access in New Mexico than in many other states. A critical external factor is the proposed cuts in federal grants and loans to postsecondary students as well as the stiffening of eligibility requirements. These have the potential for initiating the greatest setback to access that postsecondary education has ever faced.

Two factors related to the costs of education to students must be considered in the planning process: the appropriate level of tuition and fees ("What proportion of costs should the student pay?") and the adequacy in level and types of financial aid programs ("How can the student meet these costs?").

Given the probable increase in per student costs of postsecondary education in the 1980's, state appropriations will have to increase disproportionately or tuition levels will have to rise. If tuition rises, there is likely to be a significant enrollment decline because of financial barriers to access, unless financial assistance programs can be developed to help offset increasing student costs.

C. Geographic factors related to access

As mentioned earlier, the number of public postsecondary institutions and campuses and the range of programs offered indicate New Mexico has placed a priority on educational opportunities for its residents. Despite a relatively small population, New Mexico has supported a geographically dispersed postsecondary education system to eliminate as much as possible the geographic barriers and, to some extent also, the financial barriers to educational opportunities. Regional access has been emphasized particularly at the lower division (freshman and sophomore) level through subbaccalaureate as well as four-year institutions. Upper division and graduate programming has been offered largely at the six university campuses, which also provide good regional access.

The state of New Mexico should review its priorities regarding regional access and the policies which impact on the geographic availability of postsecondary educational opportunities. Concerns for access, quality programming, and the effective use of resources require review of the current provision of postsecondary programs as well as examination of the extent to which the lack of geographic availability of programs is still unacceptable in providing equity of access. This review process is more pressing because of the changing context for postsecondary education. Accessibility must now be examined in light of significantly changing student character-

istics and demands and changing state requirements for training and other services.

D. Changing needs for programs, flexible program delivery, and articulation

Postsecondary education has a long-standing responsibility for maintaining, transmitting, and supplementing our base of knowledge. However, it also should be responsive to changing needs of the state and its residents. An educated citizenry is increasingly crucial as the state becomes more diverse, complex, and technically and economically advanced. Many of the changing needs for programs, more flexible methods of providing these programs, and ease in moving among institutions and levels come out of anticipated demographic and economic trends.

A much larger number of adults age 25 and over will continue to seek postsecondary educational opportunities in the decade of the 80's and beyond. Enrollments of part-time students will continue to grow, with increasing numbers of students enrolling, stopping out, and then enrolling again. These changing student characteristics will have an impact on programs, support services, and the scheduling, sequencing, and delivery of offerings. Many of these potential students will not attend postsecondary institutions unless the institutions respond rather directly to their specific educational needs as imposed on them by culture, geography, job, finances, or family.

There will be greater needs on the part of state residents for job retraining programs, for programs to meet relicensure and continuing education requirements, and for a variety of extension or outreach programs and services. With an economy that is becoming more diversified, vocational and technical program demands will continue to grow. Career opportunities in management, engineering, science, technology, and service-related areas such as health will tend to create enrollment pressures in these program areas.

High technology is often spoken of as the wave of the future with implications for changes in the economy, types of industry, career opportunities, and training needs. All of this is true, but it also has another implication for postsecondary education. While these advances in technology should be evaluated carefully, they offer great potential for improved instructional support, flexibility in scheduling and delivery, efficiency in the use of resources, and as an avenue for increased sharing of fiscal and human resources among institutions, agencies, and regions.

One of the concerns to be addressed in this plan is the question of whether the range of postsecondary programs now offered in New Mexico is adequate to meet the growing needs of the state and the changing demands of its citizens. In addition, are current delivery methods and the scheduling and sequencing of offerings responding to the needs and the constraints of the students we anticipate serving in the next several years? Are there actions which can be taken statewide to ensure the availability of adequate preparation, appropriate coursework, and sufficient information at each level so students who move from institution to institution and level to level can do so with minimal disruption and delay?

III. Resource Requirements and Their Effective Use

The issues in these first two sections have responded to the anticipated state environment or planning context for the years 1983-1987. They address our state's needs for postsecondary education during this period and our state's commitments to equity of access to educational opportunities for its citizens. This section will outline a number of issues which relate to implementation. If the role of postsecondary education in meeting state needs is identified and if the state is committed to reducing specific barriers to access, then a number of questions must be answered if the recommendations are to be carried out: Which programs are necessary? Which delivery systems will be most appropriate? How much money is needed and how can it be used most effectively? These are issues which must be resolved if the planning process is to facilitate action as well as direction.

A. How can the needs of the state and its residents be met within the role and mission of each postsecondary institution?

Not all institutions can respond to all needs for postsecondary opportunities, either because of size, resources, or compatibility with existing programming. The scope and priority of the need, the available resources, and the most effective way of using these resources will be factors in identifying how these responsibilities of the postsecondary educational system can be shared among institutions.

B. Can the existing postsecondary education system in New Mexico respond adequately to the needs of the state and its citizens?

Structure is not an issue in and of itself. It only becomes an issue if implementation of needed postsecondary programming or services is hampered significantly by existing constraints.

C. What are the appropriate roles of the public, the state and the postsecondary institutions in setting direction for postsecondary educational programming, in identifying expected levels of quality and providing incentives for its attainment, in allocating and reallocating resources, and in ensuring accountability for the effective use of resources?

After answering this question, the plan will focus on those steps which should be taken at the state level to facilitate and enhance institutional abilities to provide needed educational opportunities.

D. How can advances in technology or alternative delivery

systems for postsecondary programs and services be used to improve access, meet state needs, and use resources more effectively?

If advances in knowledge or innovations in technology can be used to enhance educational opportunities, then these alternatives should be considered. Additional costs to the state, particularly front-end investments, must be weighed against the longer-term benefits of increasing service to the state and improving educational access for its residents.

E. In terms of changes in programs, clientele, state needs, and student demand, what adjustments are needed in the process of funding postsecondary education to facilitate institutional responses which meet state priorities?

This could include considerations of modifications in funding formulas, levels of funding, methodologies for funding postsecondary activities which are either not in the formula or not directly instruction-related, incentives for quality, and new program development.

F. How can partnerships between the state, business and industry, and postsecondary institutions be developed to enhance the state's economic future?

A great variety of cooperative arrangements among state constituencies are possible and have the potential for benefit to all. A better understanding of each other's needs can result in a sharing of resources, including staff expertise, equipment, and facilities.

* * *

In the judgment of the planning committee, the issues outlined in this paper represent the critical issues for postsecondary education in New Mexico for the period 1983-1987. The issues submitted by interested constituencies and citizens of New Mexico support both the substance of the issues selected and their priority. While some specific concerns raised are not addressed directly in this statement, many of them will be considered during the process of evaluating alternative means of resolving the broader issues.

Appendix D

SUPPORTING DATA

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Table 1

State of New Mexico
Fall Term FTE* Enrollment
Public, Four-Year Institutions

	UNM**	NMSU	NMHU	WNMU	ENMU	TECH	TOTAL
1971	16,147	8,293	2,611	1,327	3,947	995	33,320
1972	15,805	8,333	2,630	1,156	3,914	935	32,773
1973	16,223	8,276	2,305	1,120	3,800	894	32,618
1974	16,345	8,693	1,979	1,194	3,690	815	32,716
1975	16,909	9,504	1,941	1,228	3,726	838	34,146
1976	16,833	9,731	1,870	1,219	3,437	905	33,995
1977	16,540	9,868	1,913	1,195	3,493	903	33,912
1978	15,972	10,048	1,857	1,112	3,355	1,006	33,350
1979	16,151	10,274	1,806	1,087	3,284	1,093	33,695
1980	16,238	10,608	1,838	1,036	3,300	1,263	34,283
1981	16,420	10,672	1,867	1,091	3,266	1,200	34,516
Ten-Year Change	+ 1.7%	+28.7%	-28.5%	-17.8%	-17.3%	+20.6%	+ 3.6%

*F.T.E. is full-time equivalent enrollment calculated as follows: one F.T.E. at undergraduate level equals 15 student credit hours in the fall term; one F.T.E. at graduate level equals 12 student credit hours in the fall term.

**Law School enrollment is counted as graduate enrollment. Medical School enrollment is not included.

Source: BEF data

Table 2

State of New Mexico
Fall Term FTE Enrollment

Independent, Four-Year Institutions

	University of Albuquerque*	College of Santa Fe	St. John's College	College of the Southwest	Total
1971	1,711	1,057	260	98	3,126
1972	1,771	959	261	125	3,116
1973	1,901	982	259	79	3,221
1974	1,885	876	275	66	3,102
1975	1,974	937	287	64	3,262
1976	1,830	867	285	75	3,057
1977	1,546	944	255	80	2,825
1978	1,383	854	284	90	2,611
1979	1,253	904	284	87	2,528
1980	1,261	818	315	109	2,503
1981	1,312	790	344	125	2,571
Ten-Year Change	-23.3%	-25.3%	+32.3%	+27.6%	-17.8%

*Includes off-campus programs.

Source: BEF data

Table 3

State of New Mexico

Fall Term Headcount Enrollment
Public, Four-Year Institutions

	UNM	NMSU	NMHU	WNMU	ENMU	TECH	TOTAL
1971	18,414	9,075	2,655	1,505	4,272	1,004	36,925
1972	18,431	9,221	2,677	1,448	4,329	891	36,997
1973	18,735	9,199	2,296	1,441	4,161	873	36,705
1974	19,222	9,673	2,045	1,649	4,197	861	37,647
1975	20,560	10,649	2,099	1,830	4,224	918	40,280
1976	21,235	11,184	2,055	1,916	3,859	1,012	41,261
1977	21,330	11,423	2,182	1,725	3,904	963	41,527
1978	21,247	11,605	2,029	1,628	3,754	1,099	41,362
1979	21,732	11,864	2,222	1,515	3,698	1,204	42,235
1980	22,107	12,347	2,220	1,489	3,698	1,334	43,195
1981	22,605	12,411	2,257	1,463	3,749	1,285	43,770
Ten-Year Change	+22.8%	+36.8%	-15.0%	- 2.8%	-12.2%	+28.0%	+18.5%

Source: BEF data

Table 4

State of New Mexico

Full-Time Equivalent (FTE) for Academic and Vocational Programs
Public, Two-Year Institutions

	1975-76			1976-77			1977-78			1978-79			1979-80			1980-81			Five Year Change
	A	V	T	A	V	T	A	V	T	A	V	T	A	V	T	A	V	T	
Alamogordo	636	17	653	657	32	689	653	41	694	700	14	714	666	87	753	665	63	728	+ 11.5%
Carlsbad	255	74	329	236	87	323	223	114	337	243	93	336	266	108	374	302	163	465	+ 41.3%
Dona Ana	0	344	344	0	338	338	0	418	418	0	402	402	0	411	411	0	424	424	+ 19.5%
Grants	176	5	181	175	20	195	144	19	163	115	61	176	109	69	178	117	87	204	+ 12.7%
San Juan	438	172	610	474	224	698	471	284	755	470	307	777	422	344	766	513	408	921	+ 51.0%
Clovis	372	235	607	403	230	633	398	244	642	368	205	573	405	200	605	499	196	695	+ 14.5%
Roswell	549	443	992	602	465	1067	530	455	985	453	442	895	499	461	960	470	615	1085	+ 9.4%
Gallup	421	11	432	416	16	432	429	21	450	403	22	425	386	85	471	384	180	564	+ 30.6%
Los Alamos	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	126	18	144	-
New Mexico Junior College	617	281	898	612	253	865	617	228	845	696	238	934	694	253	947	782	214	996	+ 10.9%
Albuquerque T-VI*	0	4571	4571	0	4865	4865	0	5222	5222	0	5672	5672	0	6250	6250	0	7108	7108	+ 55.5%
Luna V-TI*	0	433	433	0	482	482	0	512	512	0	571	571	0	868	868	0	987	987	+127.9%
Tucumcari AVS*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	125	125	-
Northern New Mexico Community College**	515	696	1211	474	726	1200	375	634	1009	405	538	943	310	437	747	316	404	720	-
New Mexico Military Institute	520	0	520	599	0	599	487	0	487	559	0	559	559	0	559	607	0	607	+ 16.7%
State Totals	4499	7282	11781	4648	7738	12386	4327	8192	12519	4412	8565	12977	4316	9573	13889	4781	10992	15773	+ 33.9%

*Enrollment calculated using different guidelines

**Northern Branch of UNM and NM Technical-Vocational School merged to form NNMCC in 1977. Figures shown for 1975 through 1977 are combined totals for both institutions.

Source: BEF data

State of New Mexico
Selected Trend Data on Student Characteristics

Table 5

Enrollment by Age Distribution
Six Public Four-Year Institutions

	Fall, 1970		Fall, 1981	
	Number	Percent	Number	Percent
17 - 22	21,007	60.8%	20,813	47.5%
23 - 40	12,038	34.8%	19,998	45.7%
41+	1,515	4.4%	2,977	6.8%
	34,560		43,788	

Table 6

Enrollment by Sex
Six Public Four-Year Institutions

	Fall, 1970		Fall, 1981	
	Number	Percent	Number	Percent
Men	21,038	60.9%	21,720	49.6%
Women	13,522	39.1%	22,068	50.4%
	34,560		43,788	

Table 7

Enrollment by Ethnic Background
Includes All Institutions Coordinated by BEF

	Fall, 1977		Fall, 1981	
	Number	Percent	Number	Percent
White, non Hispanic	33,126	67.2%	35,976	67.4%
Hispanic	11,328	23.0%	12,519	23.5%
American Indian	1,812	3.7%	2,083	3.9%
Black	1,158	2.4%	1,170	2.2%
Other	1,867	3.7%	1,622	3.0%
	49,291		53,370	

Source: BEF data

Table 8

State of New Mexico
State Appropriations to Postsecondary Education
(In Thousands -- Current Dollars)

	Total Appropriations (Approp. Act)	Postsecondary Education Appropriations	Postsecondary Education Percent of Total
1970-71	$ 251,539	$ 42,794	17.0%
1971-72	270,540	46,783	17.3%
1972-73	329,370	52,385	15.9%
1973-74	340,140	57,064	16.8%
1974-75	377,591	66,151	17.5%
1975-76	437,200	76,356	17.5%
1976-77	493,501	90,165	18.3%
1977-78	575,529	107,618	18.7%
1978-79	660,743	125,810	19.0%
1979-80	739,264	138,799	18.8%
1980-81	866,694	161,128	18.6%
1981-82	1,041,092	183,941	17.7%
1982-83	1,186,342	202,183	17.0%

Table 9

HIGHER EDUCATION APPROPRIATIONS IN THE WEST: 1981-82

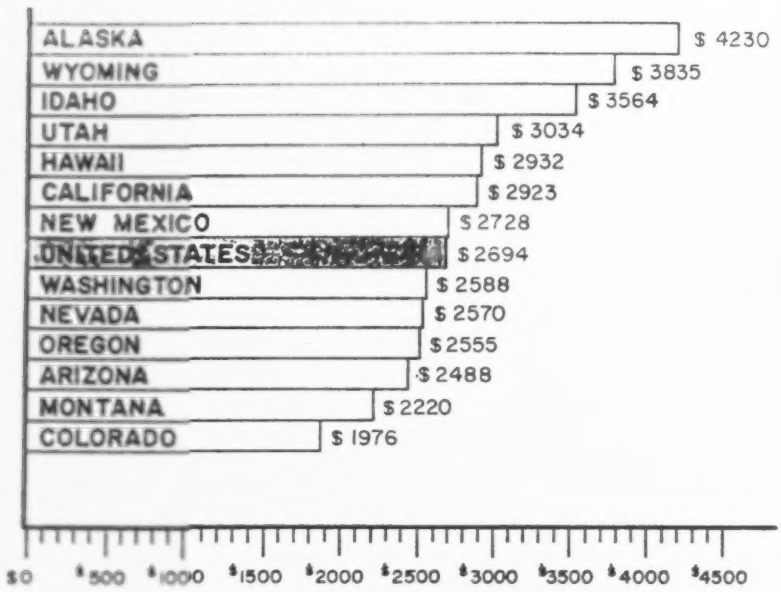
	Per $1,000 Personal Income		Per Capita		Two-Year Change			Ten-Year Change		
	Dollar	50-State Rank	Dollar	50-State Rank	Percent	Adjusted for Inflation	50-State Rank	Percent	Adjusted for Inflation	50-State Rank
Alaska	23.84	1	305.73	1	+69%	+35%	1	+528%	+181%	1
New Mexico	16.79	4	131.98	7	+36%	+ 9%	8	+279%	+ 70%	8
Wyoming	16.04	5	175.53	2	+60%	+28%	2	+351%	+102%	3
Hawaii	15.83	8	160.37	4	+30%	+ 4%	12	+159%	+ 16%	36
Utah	15.54	9	119.19	14	+20%	- 4%	23	+245%	+ 55%	15
California*	12.82	13	140.64	5	+18%	- 6%	27	+290%	+ 75%	7
Arizona	12.81	14	112.88	19	+32%	+ 5%	11	+215%	+ 41%	22
Idaho	12.47	20	100.75	27	+12%	-11%	41	+178%	+ 25%	30
Montana	12.43	21	106.39	23	+38%	+10%	6	+173%	+ 22%	32
Washington*	11.66	26	120.53	11	+ 6%	-15%	47	+161%	+ 17%	35
Colorado	10.53	30	105.85	24	+24%	- 1%	18	+170%	+ 21%	34
Oregon	10.27	31	95.95	30	+10%	-12%	45	+145%	+ 10%	38
Nevada	7.66	43	82.40	38	+16%	- 8%	33	+253%	+ 58%	13
WICHE Region	12.42		127.87							
United States	10.64		101.50		+20%	- 4%		+197%	+ 33%	

Source: Chronicle of Higher Education (October 21, 1981) based on data reported by M. M. Chambers.

*Subject to change due to recently announced cuts in 1981-82 appropriations.

Table 10

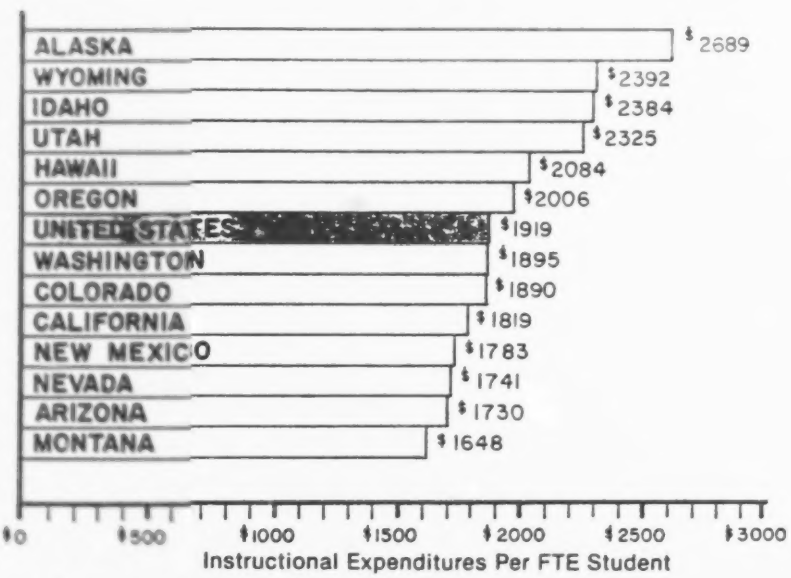
State and Local Appropriations per FTE Student
Public Higher Education in Western States
FY 1979



Source: National Center for Higher Education Management Systems

Table 11

Instructional Expenditures per FTE Student
Public Higher Education in Western States
FY 1979



Source: National Center for Higher Education Management Systems

State of New Mexico
Selected Data on Population Characteristics and Trends

Table 12

Total Population

1970	1980	
1,017,055	1,302,894	+28.1%

Source: 1980 census data from Bureau of Business and Economic Research, UNM

Table 13

1980 Population by Ethnic Background

	Number	Percent
White, non-Hispanic	685,956	52.7%
Hispanic	477,222	36.6%
American Indian	104,777	8.0%
Black	23,154	1.8%
Other	11,785	.9%
	1,302,894	

Source: 1980 census data from Bureau of Business and Economic Research, UNM

Table 14

Population by Selected Age Group

	1975	1980	1985	1990
15 - 19	125,600	130,800	116,500	108,100
20 - 24	110,700	132,200	137,300	123,300
25 - 44	177,700	223,300	448,700	523,200
45 - 64	199,500	216,700	234,100	260,100
65+	89,600	106,300	122,800	140,800

Source: "Estimates and Projections of the Population of New Mexico by County 1975-1990," Bureau of Business and Economic Research, UNM

Table 15

State of New Mexico
Percentage Distribution of Nonagricultural
Wage and Salary Employment, 1980

Industry	New Mexico
TOTAL Nonagricultural Wage and Salary Employment	100.0%
Mining	6.4%
Construction	6.5%
Manufacturing	7.4%
Transportation and Public Utilities	6.1%
Trade	22.3%
Finance, Insurance and Real Estate	4.6%
Services	19.8%
Government	26.9%

Source: New Mexico Employment Security Department, Research and Statistics Section

Table 16

Tuition and Required Fees - 1982-83

		Tuition Per Semester		Required Fees Per Semester
		Resident	Nonresident	
UNM		$ 210.60	$ 1,052.40	$ 168.00
UNM-Medical School		1,200.00*	3,104.00*	-0-
NMSU		210.60	1,052.40	188.50
NMHU		165.60	808.80	100.00
WNMU		165.60	808.80	100.00
ENMU		165.60	808.80	183.60
NMIMT		210.60	1,052.40	156.40
UNM-Gallup	Credit	156.00	500.00	18.00
	Noncr.	90.00	290.00	18.00
-Los Alamos	Credit	156.00	500.00	3.00
	Noncr.	90.00	290.00	3.00
-Valencia Co.	Credit	156.00	500.00	3.00
	Noncr.	90.00	290.00	3.00
NMSU-Alamogordo	Credit	156.00	500.00	36.00
	Noncr.	90.00	290.00	36.00
-Carlsbad	Credit	156.00	500.00	12.00
	Noncr.	90.00	290.00	12.00
-Dona Ana	Credit	210.60	1,052.40	188.50
	Noncr.	90.00	290.00	18.00
-Grants	Credit	156.00	500.00	24.00
	Noncr.	90.00	290.00	24.00
ENMU-Clovis	Credit	156.00	500.00	6.00
	Noncr.	90.00	290.00	6.00
-Roswell	Credit	156.00	500.00	50.00
	Noncr.	90.00	290.00	50.00
NNMCC	Credit	156.00	500.00	12.00
	Noncr.	90.00	290.00	12.00
NMMI		325.00*	1,035.00*	288.00*
NMJC		72.00**	216.00	10.00
San Juan		156.00	500.00	24.00
College of Santa Fe***		1,650.00	1,650.00	-0-
Univ. of Albuquerque***		1,455.00	1,455.00	-0-
St. John's College		6,700.00*	6,700.00*	-0-
College of Southwest		585.00	585.00	12.50

*Academic year Rate

**Out-of-district New Mexico Resident student tuition is $72 more than in-district student tuition.

***Assumes 15 credit hour load

Source: BEF data

Table 17

Comparative Data from Nearby States
Resident, Undergraduate Tuition and Required Fees
Academic Year Rate -- 1981-82

	Universities		Colleges and State Univ.		Community Colleges	
	Res.	Nonres.	Res.	Nonres.	Res.	Nonres.
Arizona	$650	$2,950	$650	$2,500	$244	$2,265
Arkansas	720	1,750	715	1,375	495	775
Colorado	1,111	3,584	787	2,935	636	2,184
Idaho	701	2,501	685	2,385	530	1,154
Montana	747	2,115	602	1,610	368	861
Nevada	840	2,840	840	2,840	480	2,480
Oklahoma	613	1,681	454	1,133	319	851
Oregon	1,190	3,768	1,186	3,005	508	2,085
Texas	452	1,532	397	1,472	260	540
Utah	876	2,328	780	2,097	615	1,485
Wyoming	592	1,878	NA	NA	349	746
New Mexico	721	2,233	511	1,626	392	1,163

Source: WICHE, Tuition and Fees in Public Higher Education in the West, 1981-82

Table 18

DISTRIBUTION OF FEDERAL STUDENT FINANCIAL AID IN NEW MEXICO
CAMPUS-BASED PROGRAMS

	PELL		SSIG*	SEOG		CWS		NDSL**		TOTAL***	
	# Awards	Dollar Amt.	Dollar Amt.	# Awards	Dollar Amt.	# Awards	Dollar Amt.	# Awards	Dollar Amt.	# Awards	Dollar Amt.
1979-80	8,000	7,602,000	319,000	4,200	2,521,000	8,600	4,188,000	6,600	2,057,000	27,400	16,687,000
1980-81	19,900	16,039,000	389,000	4,600	2,475,000	9,100	4,651,000	5,900	1,727,000	39,500	25,281,000
1981-82 Estimate	19,800	16,003,000	390,000	4,200	2,568,000	9,300	5,145,000	5,500	1,245,000	38,800	25,351,000
1982-83 Projection	17,000	14,923,000	334,000	3,100	1,980,000	8,200	4,527,000	5,500	1,199,000	33,800	22,963,000
1983-84 Fed. Admin. Budget Request	12,700	9,550,000	-0-	-0-	-0-	6,700	3,718,000	4,100	-0-	23,500	13,268,000

*Awards are made through state grant programs.

**Federal capital contribution only. FY 83 awards supported by NDSL revolving funds.

***Duplicated count. Some students receive awards from more than one program. Total number represents number of awards made.

Source: BEF data